An-Najah National University
Faculty of Graduate Studies

The Role of Using iPad Technology on Enhancing Students' Motivation towards Learning English Language from Parents' and Teachers' Perspectives in Jenin Governorate

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Dedication

This thesis is dedicated with gratitude to my loving family. Whose endless support and encouragement have fueled me to fulfill my educational dreams.

For my dad, whose hard work and determination have set an amazing example in order for me to become who I am today. For my mom, I can only hope to be half the woman you are. Thank you for always being positive and strong. You are the most amazing woman I have ever known.

Also, I would like to dedicate this thesis to my loving sisters and brothers, specially my better half Ibtihal, thank you for always being there and encouraging me throughout this process.

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Last but not least, I would like to dedicate this work for all people in my life who touch my heart, and anyone who reads this work.

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إقرار

أنا الموقعة أدناه مقدمة هذه الرسالة التي تحمل عنوان:

دور استخدام تكنواوجيا الايباد في تعزيز دافعية الطلبة نحو تعلم اللغة الإنجليزية من وجهة نظر الآباء والمعلمين في محافظة جنين

The Role of Using iPad Technology on Enhancing Students' Motivation towards Learning English Language from Parents' and Teachers' Perspectives in Jenin Governorate

أقر بأن ما اشتملت عليه هذه الرسالة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل أو جزء منها لم يقدم من قبل لنيل أية درجة علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree.

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Table of Contents

No.	Contents	Page
	Dedication	III
	Acknowledgement	IV
	Declaration	V
	Table of Contents	VI
	List of Tables	VIII
	List of Appendices	X
	Abstract	XI
	Chapter One: Introduction & Theoretical Background	1
1.1	Introduction and Theoretical Background	2
1.2	Statement of the Problem	11
1.3	Objectives of the Study	11
1.4	Questions of the Study	12
1.5	Significance of the Study	13
1.6	Limitations of the Study	14
1.7	Definitions of Terms	14
1.8	Summary	14
	Chapter Two: Review of Related Literature	15
2.1	Introduction	16
2.2	The Importance of iPad Technology	18
2.3	The Advantages of Using iPad	19
2.4	Motivation and Engagement with iPad	21
2.5	Technology and iPad Integration	22
2.6	Mobile Technology in and out of the Classroom	23
2.7	Studies on the Influence of Mobile Technologies on Students' Attitudes and Behaviors	25
2.8	The Challenges of Using iPad in Educational Setting	26
2.9	Related Studies	27
2.10	Summary	35
	Chapter Three: Methodology and Procedures	36
3.1	Introduction	37
3.2	Methodology	37
3.3	Questions of the Study	37
3.4	Population of the Study	38
3.5	Sample of the Study	38
3.6	Instruments of the Study	39
3.7	Validity of the Questionnaire	40
3.8	Validity of the Interview	40

No.	Contents	Page
3.9	Reliability of the Questionnaire	41
3.10	Procedure of the Study	41
3.11	Variables of the Study	43
3.12	Statistical Analysis	44
3.13	Summary	45
	Chapter Four: Results	46
4.1	Introduction	47
4.2	Results Related to the First Question	47
4.3	Results Related to the Second Question	65
4.4	Results Related to the Third Question	69
4.5	Results Related to the Fourth Question	72
4.6	Results Related to the Fifth Question	74
4.7	Summary	76
	Chapter Five: Discussion of the Results, Conclusion, and Recommendations	77
5.1	Introduction	78
5.2	Discussion of the Results of the First Question	78
5.3	Discussion of the Results of the Second Question	79
5.4	Discussion of the Results of the Third Question	82
5.5	Discussion of the Results of the Fourth Question	83
5.6	Discussion of the Results of the Fifth Question	84
5.7	Conclusion	85
5.8	Recommendations	86
	References	88
	Appendices	104
	الملخص	B

List of Tables

No.	Table	Page
Table (1)	The distribution of the study sample	38
Table (2)	The results of Chronapach Alpha formula of the three study tools	41
Table (3)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (First week observation)	48
Table (4)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad on enhancing students' motivation towards learning English in descending order according to the mean (Second week observation)	50
Table (5)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad in enhancing students' motivation towards learning English in descending order according to the mean (Third week observation)	52
Table (6)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Fourth week observation)	54
Table (7)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Fifth week observation)	56
Table (8)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad in enhancing students' motivation towards learning English in descending order according to the mean (Sixth week observation)	58
Table (9)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Seventh week observation)	60

No.	Table	Page
Table (10)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Eighth week observation)	62
Table (11)	Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Total)	64
Table (12)	Means and standard deviations for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days	65
Table (13)	One Way ANOVA test for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days	66
Table (14)	Means and standard deviations for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of weeks	67
Table (15)	One Way ANOVA test for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of weeks	67
Table (16)	LSD post hoc for teacher's perspective about the role of iPad on enhancing students' motivation towards learning English attributed to the variable of weeks	68
Table (17)	T-test for Independent Samples about parents' perspectives towards using iPad in learning English attributed to parents' gender	69
Table (18)	Means, standard deviations, percentages and estimation level for the students' attitudes towards learning English through iPad in descending order according to the mean	73
Table (19)	Means, standard deviations, percentages and estimation level for the parents' perspectives about the use of iPad in learning English in descending order according to the mean	75

List of Appendices

No.	Appendix	Page
Appendix (A)	Parents' Questionnaire	105
Appendix (B)	Students' Questionnaire	107
Appendix (C)	Classroom Observation	110
Appendix (D)	Interview Question	111
Appendix (E)	The Validation Committee for the Questionnaire	112
Appendix (F)	Permissions	113
Appendix (G)	Pictures	115

The Role of Using iPad Technology on Enhancing Students' Motivation towards Learning English Language from Parents' and Teachers' Perspectives in Jenin Governorate

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Abstract

This study aimed to find out the role of iPad on enhancing students' motivation towards learning English from the parents' and the teachers' perspectives in Jenin governorate. In order to achieve this goal, the researcher used quizi-experimental method. Data were gathered through classroom observations, interviews and questionnaires. This study also presents the experience of using iPads with a group of 40 students from the fifth graders in Haifa Basic girls' school during the scholastic year 2016-2017.

The results showed that there was a very high degree of students' attitudes towards learning English through iPad. It also showed that there was positive attitudes towards using iPad in learning English from the parents' perspectives, and there were significant differences at ($\alpha = 0.05$) in the parents' perspectives due to gender in favor of females. Besides, classroom observations' results showed that the total degree of teacher's attitude towards the use of iPad in motivating students towards learning English is dramatically increasing, and it showed a very high level of students' performance during English classes. It also indicated that there were statistical significant differences at ($\alpha = 0.05$) in the teacher's observations attributed to the variable of weeks, and these differences were in favor of the later weeks of the experiment.

Based on these results, the researcher recommended the Ministry of Education, and teachers to adopt iPad as an educational tool and use it in their teaching. Also, professional development for teachers should be utilized to keep abreast of changes and developments in knowledge and technology.

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background

1.2 Statement of the Problem

1.3 Objectives of the Study

1.4 Questions of the Study

1.5 Significance of the Study

1.6 Limitations of the Study

1.7 Definitions of Terms

1.8 Summary

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical Background:

Currently, students are interfaced with various devices of technology such as mobile phones, iPads, and iPods. They use them in different ways for example: To make phone calls, take photos, listen to songs, watch videos, or gain access to the internet for entertainment. Furthermore, they feel exited to use them all the time without complaining. In school settings, they hate coming to schools, hate learning and everything in schools, and most importantly they lack motivation to learn with traditional methods which put them far away from the demands of teaching and learning of the 21st century. In order to enhance students' learning motivation, technology is introduced and has become a high priority in public schools. Moreover, considering the demands placed on schools to compete globally in educational achievement, it is essential for teachers to enhance or change the way they are teaching.

In this respect, Prensky (2006) asserted that today's generation of students is different from the previous generations; they speak the language of technology and known as digital natives. Therefore, it would not be appropriate to imagine today's English language classroom without the use of iPads and other digital devices. Moreover, by using iPads, students are actively engaged and highly motivated towards learning of the target

language .Therefore, in order to fully educate students and prepare them for technological global competitiveness, schools must work to bridge the technology gap between home and school. Besides, educators need to teach students to utilize technology for educational purposes, and to enhance students' outlook on education. In doing so, students can begin to take ownership of their learning, they will become intrinsically motivated to solve problems, and succeed in school. Additionally, learning anytime, anywhere becomes real when students have digital technology in their hands (Foote, 2012). Similarly, Christen (2009) said "If students' learning environment mirrors the ways in which they engage with the world, they will excel in their education"(p.12).

From another angel, recent studies indicated that students are disengaged and feel negatively towards school and what they are learning because of the lack of the requirements of teaching and learning of the 21st century they are living in (Garet et al., 2005). Therefore, a continued challenge for teachers is to motivate and engage students in their learning and to encourage students to maintain interest throughout the school day and in different subjects (Pemberton, Borrego & Cohen, 2006).

As a solution, Schrum (2013) indicated that today's students are ready, and it is school's responsibility to adapt technology and digital devices in the teaching and learning process in order to motivate students and enrich their learning experience. Therefore, it is believed that by

allowing students to use iPads technology in learning, students' motivation to learn and to achieve will increase (Kunzler, 2011).

During the last two decades, a pivotal change has been observed in teaching and learning of English as a second language; where a vast focus shifted from the teacher and teaching towards learner and learning. Therefore, it is important for the teachers to make students less dependent on them and more autonomous and independent in their own learning process (Downey, 1998).

As for the students, enhancing students' learning motivation is important for the teaching and learning of new knowledge or skills because motivation affect how teachers and students interact with learning materials. From the teachers' perspective, students' learning motivation would often affect their teaching efforts and how they plan teaching strategies for new classes in order to enhance students' learning performance. From the students' point of view, poor learning motivations would mean higher risks that new learning knowledge and skills would be built upon weak foundations. Whereas, strong learning motivation could encourage students to continue their learning after learning sessions (Hung, Chao, Lee, & Chen, 2012; Keller, 1983; Maher, 1976; Murphy & Alexander, 2000). In this regard, being aware of, monitoring and responding constructively to students' motivation signals during instruction is an important teaching skill; because students' motivation is a reliable predictor of students' subsequent engagement, learning and achievement (Bandura, 2006).

Consequently, with the growth of technology in the 21st century, the traditional teacher-centered lectures are ineffective means for teaching students, whereas a learning environment that fosters active and collaborative learning is more effective (Enriquez, 2010). Thus, theories of educational reform often, directly or indirectly, view the integration of technology as a means to support students in their pursuit of constructivist learning. Where traditional approaches to learning emphasize educators as sources of knowledge, the constructivist model views learning as an active, social activity, and learners as co-constructors of knowledge. Under constructivist philosophy, Information Communication Technology (ICT) serves as a medium for the construction of knowledge. This student-centered model views technology as a vehicle for enhanced group interaction and involvement which is essential for an authentic, cooperative learning experience (Miller, 2012; Rosenfeld, 2006; Schweitzer & Stephenson, 2008; Wong, Woo, Quek, Yang, & Liu, 2008).

Different educational philosophies have guided the way in which students learn and the strategy in which teachers instruct, and the culture of schools in the 21st century. The first theoretical framework that structured this research study is known as the constructivist learning theory. Formalization of this theory is generally attributed to Jean Piaget who articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When

individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework. In contrast, accommodation is the process of reframing one's mental representation of the external world to fit new experiences (Chen, 2010).

In this respect, Dewey viewed students' interests and experiences as the most fundamental occurrences that will help students to learn, and such personal experiences can influence students' education. The constructivist theory had been developed on the concept that personal experiences help to provide the foundation for the development of the necessary attributes for successful learning (Kim, 2004).

According to social constructivism views, the student is a unique individual with special needs and backgrounds; where he/she arrives at his or her truth influenced by his or her background and culture. Therefore, sustaining student's motivation depends on student's confidence in his or her potential for learning. Consequently, to fully motivate and challenge the students, the learning setting should reflect the complexity of the environment that the students should be able to function in at the end of learning (Devi & Ryan, 1985; Keller, 1983; Monessen, Mayes, & McAlester, 1993).

The second framework that structured this study was the mobile learning method. According to this method learning is taking place when students are not at a fixed, predetermined location, and takes the advantages of the learning opportunities offered by mobile technologies. A

term used to define the type of learning that takes place when a student has some kind of mobile device, such as a smartphone, tablet PC, or other device and can make use of the device, its connectivity, tools and content to learn at a time and place that the students choosing (O'Malley, Vavoula, Glew, Taylor & Sharples, 2005).Camus and Ibrahim define mobile learning as any activity that empower students to be more productive when interacting with, or creating knowledge, mediating through a digital portable device that students carry on a regular basis, and has reliable connectivity (Camus & Ibrahim, 2009).

In fact, the integration of mobile technology should be a revival of constructivist theory as a basis for the new age of mobile technology integration. Moreover, constructivist theory differs from other traditional theories in the implementation of mobile technologies for educational purposes and by allowing learners to place worth on mobile technology as an educational tool to improve and enhance learning of the new knowledge and skills. In addition, the main beliefs of the constructivist learning theory is that; students develop and gain understanding from their own personal experiences and use it to enhance their learning. Even though a teacher can be excellent at implementing constructivist learning theory in conjunction with mobile technologies (Mishra & Koehler, 2009; Moreno & Mayer, 1999; Thornton & Houser, 2005).

The third theoretical framework that structured the current study was the connectivism learning theory. Connectivism is a learning theory for

a digital age, it seeks to explain complex learning that occurs through connections within networks in a rapidly changing social digital world (Siemens & Downs, 2009). Within connectivism theory, learning is considered to be a process in which the role of informal information exchange, organized into networks and supported with electronic tools, becomes more significant and continuous. Furthermore, the motivation for gaining and contextualizing information becomes stronger if searching and evaluating become a cooperative, network activity (Blair, 2012).

Besides, connectivism learning theory places emphasis on the importance of instructing students to search, analyze and synthesize information in order to obtain knowledge. According to this theory, when knowledge is needed but not known, the ability to plug into sources to meet the requirements becomes an important skill. As knowledge continues to grow and evolve, access to what is needed is more important than what the students currently possess (Siemens, 2004).

It might appear to some people that today's learners have short attention spans. Prensky (2005) states that learners only have short attention spans for the old methods of learning, but they don't have short attention spans for their games, movies, music, etc. In this respect, Prensky (2001) coined the term "Digital Natives" which refers to today's students as "native speakers "of the digital world who prefer parallel process and multi-task, function best when networked and thrive on immediate gratification and frequent rewards. While others not born in this digital

world can be considered "Digital Immigrants" they are struggling to teach a population that speaks the language of technology.

The last framework that structured this study was the Technological Pedagogical Content Knowledge (TPCK). This framework attempts to capture some of the necessary qualities of teacher knowledge required for technology integration in teaching and learning process. Specifically, it explains the complex relationships between three forms of knowledge: Pedagogical knowledge, content knowledge, and technological knowledge. In the TPCK model, the technology factors motivate the judgments regarding content and pedagogy, and each situation in a classroom may involve a unique interaction of the three components (Mishra & Koehler, 2009).

Some uses of technology in schools are trivial or using technology for the sake of it. For this reason, preparing students for the 21st century, teachers need to be equipped with the awareness of the association between pedagogy and content knowledge with technological knowledge (Leu, Kinzer, Coiro, & Commack, 2004). Similarly, the TPCK argues that teachers should assimilate pedagogical and content knowledge and how they are related to good teaching practices. Mishra and Koehler (2009) said that" Teaching with technology is a complex task that would benefit from a framework that integrates technology with the interactions between what a teacher knows and how that can be applied in the classroom"(p.150).

Furthermore, Leu et al. (2004) asserted that "Teachers must have the

ability to apply technological strategies to promote students' learning. The addition of a new technology device such as an iPad for educating students promotes an instructor to challenge the integration of the three basic components of knowledge technology, pedagogy, and content"(p.189). Davies & Merchant (2008) validated that "The development of TPCK model can help to maximize teaching effectiveness and help teachers achieve more positive teaching and learning outcomes"(p.48).

Based on the previous theories and methods, new technologies have positive impacts on students. For example, with the release of the iPad tablet in April of 2010, some schools jumped at the opportunity to integrate technology in the classroom (Apple & Goodwin, 2012). In this regard, some schools have been financially stable enough to provide tablets such as iPads for each student, while others have experimented with optional Bring Your Own Device (BYOD) policies that are found in schools which are willing to experiment with new technology and have the financial backing to do so, also BYOD policies allow students to bring tablets, cell phones, or iPods to use in the classroom (Lennon, 2013; Parsons & Adhikari, 2016).

The move towards BYOD in schools is driven by a number of factors: First, there is the recognition that education should adapt technological changes. As the use of digital device by students grow, so does it necessary for schools to integrate digital technologies to remain relevant. Second, there is a new trend towards making digital technologies available as an integral part of students' education rather than just episodic

interaction in a computer lab. Third, there is the financial pressure on schools that are unable to provide every student with a digital device (Bailey, Schneider & Vander Ark, 2012; Engelhard & Seo, 2012; Mardis & Everhart, 2013).

1.2 Statement of the Problem:

Motivating students is a continual problem throughout education specifically at the elementary level of learning English as a second language. Nowadays, students are hard pressed in EFL classrooms due to a mismatch between teaching and learning styles or lack of utilization of interactive pedagogy may be the reason for the lack of motivation and poor achievement of the Arab EFL learners. To define the problem of the lack of student motivation towards learning English, behaviors that were targeted included: Lack of participation, homework completion, sleeping or putting the head down in class, coming to class unprepared, engagement in personal interests, in the classrooms they are easily being bored, inactive and the most important unmotivated to learn with traditional methods that put them far away from the demands of teaching 21st century students. As a result, this will lead to low achievement, unsatisfactory performance, or even failure in the exams.

1.3 Objectives of the Study:

This study aimed to achieve the following objectives:

- Enhancing students' motivation towards learning English**.**

- Personalizing learning.
- Shifting to student-centered educational paradigm.
- Facilitating learning and fostering active learning.

1.4 Questions of the Study:

The following research questions were developed to guide the researcher in investigating the role of iPad in enhancing students' motivation towards learning English:

Q1. What is the role of iPad in enhancing students' motivation towards learning English according to the results of the classroom observations?

Q2. Are there any statistical significant differences at (α =0.05) in the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days, weeks, and parents' gender?

Q3.What is the role of iPad in enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

Q4.How do students respond towards learning English through iPad?

Q5.How do parents respond towards using iPad in learning English?

1.5 Significance of the Study:

This study is significant due to the following reasons:

First, because today's students are growing up during an era of continuous technological development, it would be an interesting idea for students to learn by using iPad that increasing their motivation to learn, preparing students to take the ownership of their learning, and prompting lifelong learning. Second, it provides valuable insights for teachers and school administrators about the positive effects of the iPad on promoting students' motivation towards learning English language. Finally, it provides valuable information for educational leaders to enhance learning.

1.6 Limitations of the Study:

The researcher classified the limitations of the study into four: locative, temporal, human and topical limitations.

- **Locative Limitation**: The Haifa Basic girls' school in Jenin Governorate.
- **Temporal Limitation:** The researcher carried out this study in the second semester of the academic year 2016-2017.
- **Human Limitations:** The study consisted of (40) female students from fifth graders, (30) students' parents, and two English teachers in the mentioned school.

- **Topical Limitation:** The study examined the role of iPad on enhancing students' motivation towards learning English in Jenin Governorate.

1.7 Definitions of Terms:

To ensure understanding, the following terms are defined as follows:

1. **Motivation**: Interest in and enthusiasm for the materials used in class; persistence with the learning task, as indicated by levels of attention or action for an extended duration; and level of concentration and enjoyment (Dornyei, 2007).

2. **iPad technology**: Is a wireless, portable personal computer with a touch screen interface. iPad is typically smaller than a notebook computer but bigger than a smartphone (Rouse, 2010).

1.8 Summary:

Chapter one includes the introduction and theoretical background of the study. It also presented the statement of the problem, objectives of the study, the research questions, the significance of the study, the limitations of the study, and the definitions of terms.

Chapter Two

Review of Related Literature

2.1 Introduction

2.2 The Importance of iPad Technology

2.3 The Advantages of Using iPad

2.4 Motivation and Engagement with iPad

2.5 Technology and iPad Integration

2.6 Mobile Technology in and out of the Classroom

2.7 Studies on the Influence of Mobile Technologies on Students' Attitudes and Behaviors

2.8 The Challenges of Using iPad in Educational Setting

2.9 Related Studies.

2.10 Summary

Chapter Two

Review of Related Literature

2.1 Introduction:

The researcher classifies this part into ten sub parts: First, an introduction and general overview. Second, information regarding to students' learning motivation and engagement with iPad. Third, studies that deal with technology and iPad integration, mobile technology in and out of the classroom, and influences of mobile technologies on students' attitudes and behaviors. Finally, the significance, the advantages, and challenges of using iPad in education are also presented.

In fact, the implementation of technologies within a social constructivist framework have been found as a shift towards students-centered learning paradigm. However, most traditional teaching methods are too strict to fully engage the students individually or collectively in authentic learning settings. On the other hand, learning with modern technology requires constant access to the internet to enable the students to search for information, to practice the four main language skills: listening, reading, writing and speaking, and to improve their performances in a given task (Banister, 2010; Mahmud & Abd Razak, 2012).

iPads have been found to enhance several learning strategies by providing different media and applications, promoting student-centered learning, and providing teachers with different teaching structures and

forms that enable learners to perform a wide variety of activities. Thus, the availability of useful media and applications improve the students' engagement and autonomy (Alvarez, 2011; Garner, 2011; Kim, 2012).

Additionally, Chen (2013) stated that iPads have been used in organizations and schools and have positive results in terms of students' motivation, engagement, and creativity**.** Besides, Clark and Luckin (2013) reported that research have showed that iPads have a positive effect on learners' motivation with learning of new knowledge. Similarly, Diemer, Fernandez & Streepey (2012) found that the use of tablet devices in the classroom enhanced learners' perception of their engagement and motivation, and have a positive impact on promoting students' active and cooperative learning.

Moreover, Swan, Hooft, Kratcoski & Schenker (2007) investigated the impacts of using technology on learners' learning in 1-1 computing classroom. Their results showed that learners' motivation and engagement increased gradually in comparison with those learners who regularly used technology for learning inside the classroom. They also pointed out that teaching and learning in these classes became more student-centered.

Furthermore, students' awareness of their learning is an important indicator of students' success. According to Kuh, Kinzie, Buckley, Bridges, and Hayek (2006) students' awareness influenced students' satisfaction and the way they approach their learning in terms of time and effort they spend on different activities, which have positive influence on their learning and

personal progress. Instead of focusing on students' awareness, Benton studied teachers' perspectives of using the iPads in education. The results showed that iPad had a positive effect on students' motivation and engagement according to the teachers' perspectives which based on the observations they noticed in students' quality of work and the time they spend on the given task (Benton, 2012).

2.2 The Importance of iPad Technology:

iPad is considered an important educational tool that used in education since it facilitates learning by providing multiple ways to deliver information easily with its mobility, friendly interface, interactive and flexible applications. Furthermore, with the spread of mobile technologies among students nowadays, they may use it everywhere and become conscious on how to use this new technology for learning of new knowledge and skills (Pettit, 2014).

In the same vein, iPad can provide a variety of ways for delivering information with ease. It also has a lot of free applications that can be used in the teaching and learning process. Thus, using iPad in educational settings can provide modern educational methods of instruction, that are expected to replace traditional methods of teaching (Henderson & Yeow, 2012). Some research encourages this belief that it has become necessary to move towards modern methods of teaching that enable students to develop their abilities and encourage them to use their energies in order to discover and create knowledge. Hence, the iPad may be an effective educational

tool, if instructors and students take the advantages of the iPad's functions in the teaching and learning process (Gasparini & Culen, 2012).

2.3 The Advantages of Using iPad:

The iPad is considered by educators as an effective educational tool that can enhance teaching and learning strategies, and increase the productive learning. The first advantage is that the iPad can provide immediate content for all levels for both educators and learners at anytime and anywhere. Also, there are many iPad apps that have multiple methods and styles for presenting information with ease and in a fun and attractive manner that can attract learners to study the material more and more (Shepherd & Reeves, 2012).

Another advantage, providing learners with immediate feedback from educational apps, can assist learners to learn faster and more effectively. Before using this technology, there were situations delaying feedback to learners for days. This kind of feedback could negatively affect learners' achievement basically when they forget why they chose a specific answer or how they wrote the homework. However, by utilizing the iPad learners will instantly be able to know if they chose the right answer or not (Franklin & Smith, 2015).

Additionally, the iPad can be used for communication since it can provide immediate communication between teachers- students and between students themselves. For example, teachers can easily communicate with

students' parents in order to inform them about their student’s performance and achievement, and students can communicate with their teachers and other students to ask questions and share information and experiences in and out of the classroom. Also, iPad enables students to find, approach and contact with multiple information and knowledge at any time and from anywhere to enhance their learning (Gasparini & Culen, 2012; Pettit, 2014).

Also, using iPads can replace textbooks and reduce the school budget earmarked for purchasing textbooks (Pettit, 2014). Additionally, instructors and learners can easily access many free educational apps and use them in learning and teaching processes. In addition, iPad enables learners to contact with different online resources (Henderson & Yeow, 2012).

Finally, iPad can be used to evaluate learners' performances in different activities and record their attendance and grades in order to share them with their parents to see their children’s progress. Also, it can be used to improve students learning of the four language skills: reading, writing, speaking and listening. So, iPad considered an essential tool that can enhance students' attitudes towards learning the language course (Barrett, 2013; Franklin & Smith, 2015; Pettit, 2014).

2.4 Motivation and Engagement with iPads:

Pedagogical approaches that include technologies into a language course have good results in relation to learners' motivation towards learning of the new knowledge and skills (Amelink, Scales & Tront, 2012; Peluso, 2012). Learners' motivation to learn has an important role on the way they approach their learning. Moreover, the level of motivation can be observed on how the learners are participated during the learning process. For example, learners who are participated actively make connections, have the ability to find out the required information, and can check their understanding of the new knowledge by using different skills. Also, studies have shown that integrating technology into the curriculum have had promising results in relation to students' motivation to learn which would affect and improve engagement level (Duncan & McKeachie, 2005).

Ciampa (2014) investigated how iPad integration can motivate students as described below:

1. **Challenge**: Many mobile phones applications have various levels of difficulty that guide students through the activities and students can receive immediate feedback through multiple means of interaction with iPads.

2. **Curiosity**: With iPads students can easily gain information that is necessary to strengthen their understanding in a topic (Malone & Lepper, 1987).

3. **Control**: Mobile learning gives students more control of their learning and enables them to access, create, and share information from home, school, or anywhere (Malone & Lepper, 1987).

4. **Cooperation**: Mobile devices provide students with great opportunities to collaborate with each other, to share ideas, comments, and to create content through mobile applications.

5. **Competition**: There are variety of educational applications have games which keep students engaged and improve their performances.

6. **Recognition**: With iPads students' performance within activities could be made visible through different learning applications (Malone & Lepper, 1987).

2.5 Technology and iPad Integration:

In order to fully function in the 21st century, learners need new literacies that include the skills, methods, and plan necessary to adapt to changing in technologies which influencing all aspects of life. Although schools continue to privilege traditional texts, strategies, many researchers nowadays believe it is necessary that school literacy should be changed in order to cope with the demands of the 21st century (Lapp, Moss, & Rowsell, 2012).

Nowadays, technological developments have introduced different kinds of mobile learning tools that are used for different goals in the school

settings. Mobile phones such as iPads have most of the capabilities of a desktop computer, but with extra special properties such as touch screen and endless variety of unique applications, which promote previously unseen possibilities for mobile learning (Hutchison, Beschorner, & Schmidt-Crawford, 2012).

Basically, mobile technologies like the iPads are used in many school settings; they are used for motivational purposes, for improving students' experiences with technology, and for research and other purposes. Integrating iPads during instruction could provide additional support for weak students since there are several functions and applications that will support their learning. Because of its useful, flexible, and attractive applications, there are different issues associated with accessibility, pedagogical uses, and integration of mobile technology like the iPad into a regular classroom (Lapp, Moss & Roswell, 2013).

2.6 Mobile Technology in and out of the Classroom:

According to Norris and Soloway (2010) in a study aimed to explore the critical issues in designing mobile learning programs, the results showed that 90% of the world population has available access to networks and using mobile technologies in educational settings as it can provide various chances for teachers and learners.

Rinehart (2012) conducted a study to find out the impacts of using smart phones in and out of the classroom on the learning content.

Quantitative and qualitative methods were conducted at a high- school in southern California. The results revealed that students' enthusiasm was decreased as the study went on. Additionally, Rinehart reported that smart phones assisted students in their learning which was good enough to conclude that smart phones should continue to be used to enhance students' learning. The researcher recommended that future studies focus on different items and techniques to be used in the classroom to oppose this.

McNeill, Diao and Gosper (2011) investigated that net generation have spent their lives surrounded by computers, videogames, music players, smart phones, and all the other tools of the digital age and using them regularly. The results also revealed that this new generation of learners liked receiving information rapidly, preferred active rather than passive learning, and depended on technologies to access information. It is also revealed that most learners have a high level of usage for entertainment and for social communication purposes, whereas their use for educational purposes is limited.

Kim and Turner (2009) showed that note taking may be best supported with paper and pen, but in some situations electronic way may be better. The results also suggested that using electronic tools encouraged the note-taking task. To conclude, if using technology for note taking extends to a more practical application, the benefits seem to be worth it. In an article by Bestwick and Campbell (2010) about mobile phones, the results indicated that iPads enable students and educators to collaborate through

internet access, and sustain both physical and social interactions.

2.7 Studies on the Influence of Mobile Technologies on Students' Attitudes and Behaviors:

A positive classroom environment is critical for fostering students' motivation. Some researchers stated that a student-centered learning produced better performance. In this respect, a study by Rau, Gao and Wu (2008) investigated the influence of motivation and pressure on students' learning at vocational high school. The results revealed that vocational high school students are less motivated and lacking confidence due to enormous academic failure and social demands. To enhance students' motivation and promote efficiency in instruction, more technologies are integrated into classrooms with emerging mobile communications in educational settings. The findings also revealed that mobile technologies can enhance good relationship between the teachers and students without increasing pressure on the students.

Similarly, Hwang and Chang (2011) conducted a study dealt with formative assessment-based approach to mobile learning. The findings proved that there were no significant differences between the two groups before learning the subject. After participating in the learning task, the experimental group showed significant differences in both their learning interest and their learning attitude. Also the findings revealed that the use of mobile technologies have the potential for promoting the learning achievements of students.

2.8 The Challenges of Using iPad in Educational Settings:

Although the iPads have been welcomed in educational settings like schools and universities. Educators and learners may face some difficulties and problems that may lead to negative effects on the teaching and learning process. Nowadays, some educational organizations, ministries of education have specified budget for equipping schools with iPads in order to improve the quality of educational methods and provide an exciting manner for teaching and learning. However, this amount of money is not enough for providing an iPad to each student and teacher in schools, so in such cases only one iPad is used with a group of learners in order to give each learner an opportunity to work with iPad (Blume, 2015; Garwood, 2013; Henderson & Yeow, 2012).

Also, some students' families cannot afford iPads for their children since these iPads are relatively expensive. This problem may negatively affect students and could result in psychological problems such as the feelings of inferiority (Gudmundsen, 2011). Additionally, a lot of educational apps on iPad are available only online. For this reason, if there is poor internet service in the classroom it may affect instructional process, instructional time and also prevent educators from getting the iPad benefits in education, especially if they completely depend on it (Franklin & Smith, 2015).

Another challenge for educators is that students' activities performed on iPads cannot be completely monitored by educators unless there is an

application that provides this function. Therefore, in this case educators cannot see or know what the students are doing on the iPads (Henderson & Yeow, 2012). Furthermore, integrating iPads into educational settings without training educators could negatively affect the teaching and learning processes (Barrett, 2013).

Finally, if learners' iPads are not under the control of the instructor during lessons, learners would download apps and play games therefore their attention would be distracted. Furthermore, sometimes the iPad could frustrate students if their works on iPad were deleted, so schools should lock students' access to delete or download apps (Khalid, Jurisic, Kristensen, & Orngreen, 2014).

Despite all the challenges of using iPads in education, educators should not abandon the use of technology in the classroom, but take the advantages of it in the teaching and learning processes to stimulate learners' interest to continue their learning in an exciting style (Gasparini & Culen, 2012).

2.9 Related Studies:

With the emerge and spread of mobile technology such as iPads, learners can learn through their iPads from any place and at any time. Besides, some research showed that with the use of iPad in the classrooms the teaching and learning process has become better, easier and more interesting for both teacher and learners. However, there are different

studies which are being conducted throughout the world to test the usefulness of iPad in education (Gasparini & Culen, 2012; Haley-Oliphant, 1989; Pettit, 2014).

According to study that was implemented on college students, from three universities in United States, who used the mobile assisted language learning applications on their mobile technology in order to enhance their Arabic learning. The results showed that most students loved to use mobile apps to learning Arabic as a second language science these apps were very helpful for them. Also, the study reported that mobile apps played an important role in learning Arabic as a second language since they enhance active learning, assist them to understand the learning content better, and improved their learning skills (Abedalla, 2015).

Similarly, the iPad was used by some learners as an educational tool in a study conducted on forty adult students to enhance Arabic language skills at the Defense Language Institute Foreign Language Center. The results showed that the iPad could help learners to improve their language skills and develop their capabilities towards learning the language. Also, it indicated that iPad is considered to be a better tool to improve students' language skills and their comprehension (Saleh, 2014).

Moreover, in two pilot studies, the iPad was used for enhancing active reading in teaching situations. The studies were conducted on fourth-grade students in elementary school and forty university students. The results showed the acceptance of using technology in learning process in

both studies. The university students did not agree the use of iPad as a learning tool in their Geology courses and felt that it would take too much time for them to learn all applications. On the other hand, the results that related to the elementary students showed an interest among students to explore and to learn from different apps, thus the iPad played a big role to enhance their learning (Gasparini & Culen, 2011).

Additionally, the iPad was used to study whether the use of iPad writing apps could promote writing skill of learners and their attitudes towards writing. The study conducted on two learners in seventh graders for six-week in an English arts class. Learners used apps both in and out class to complete writing homework. The results showed that using writing apps enriched and improved students' writing skill and enhanced learners' attitudes toward writing skill (Kardell, 2013).

The iPad was introduced in an English language class in Taiwanese university to teach English vocabulary. In the experimental group, the teacher utilized the iPad, while in the control group the teacher utilized the traditional methods of teaching English vocabulary. The results showed that students in the control group were able to learn vocabulary by seeing words, pictures and describing the word and examples of sentences containing a certain word. Whereas the results of the experimental group agreed that using iPad could assist learners in learning English language. Also, the results indicated that students performed better in post-test than students in the control group, which means that using iPad and its

applications in a language course can enhance students' motivation and their achievements (Wang, Teng & Chen, 2015).

In another study, the students' preferences about using iPad versus using traditional pencil and paper to answer test questions was used. Two groups of students were involved in tests: one group was tested with iPads while another group was tested with papers and pens. The results of the study showed that there is no difference in students' behavior in the test between groups, but the paper and pencil points to 64% of students prefer using iPad over pencil and paper to perform the test (Castro, 2015).

On the other hand, pilot study in Norwegian elementary school conducted in order to observe students' interactions with their iPads. The sample of the study consisted of fourth and fifth grade students. The results showed that while the enthusiasm of using iPad existed at the beginning of year, the interest of using it significantly decreased by the end of the year. In other words, when using the same teaching and learning styles by iPad in classes for a long time, students may lose their interest in this technology and it may lose its novelty impact (Gasparini & Culen, 2012).

iPads were also adopted in New Zealand primary school classes with young students aged 9-12. The results revealed that these iPads made education more productive and accessible, so students could easily and quickly access any information at any location outside and inside the classroom. iPads also supported collaboration between students in groups, generated high level of enthusiasm and engagement in the participating

students, and increased the interest in learning specific subjects and skills (Henderson & Yeow, 2012).

Furthermore, Haydon, Hawkins, Denune, Kimener and McCoy (2012) conducted a comparison study about the effects of a worksheet and iPad on students' academic engagement in a high school setting. The results of the study revealed that higher levels of active engagement were observed while using iPad as compared to the use of worksheet. Moreover, this study concludes that iPad technology provides positive effects and promotes active student learning.

Similarly, Haydon et al. (2012) studied the impacts of worksheets and iPads on students' engagement and accuracy of math work in an urban Midwestern alternative school. The results showed that all the students received a higher number of correct responses when completing math work on an iPad. Also, the results indicated that iPad technology provide students with immediate feedback for their responses and show learners how to answer questions in the correct way. The results revealed that students had observable increases in correctly completed tasks per minute on the iPad versus on the worksheet. Furthermore, the results demonstrated that the iPad enhanced active learning by providing immediate feedback to student errors as well as each correct response.

A study conducted by Enriquez (2010) that investigated the use of tablet devices in a higher educational setting. The results showed that there is a significant positive impact on students' performance and perception of

their learning experience when using tablet devices because of interactive and flexible applications. Moreover, the results of the survey conveyed that students have positive attitude towards their course compared to other students who did not use the tablet devices such as better focus on the lectures, and an ease of communication with other classmates and the teachers.

Autio, Hietanoro and Ruismaki (2011) conducted a study to find out the impacts of iPad technology on students' motivation. A qualitative study was conducted , data were gathered through interview with four 15-16 year old students from Finland school. The results revealed that students were more motivated when using iPad technology since it offered them a wide variety of stimuli that used to challenge and engage them in their learning and provide them with instant feedback. The results also showed that the iPad enrich classroom environment.

In the same way, Ciampa's (2014) investigated the impacts of iPad integration on learning process. The sample of the study consisted of fifth and sixth grade students. The results of the study showed an improving on students' learning outcomes and high level of students' motivation in completing tasks through iPad device. Also, the results showed that iPads enable teachers and students to perform at their own pace and allow teachers to provide individualized feedback and refine teaching methods based on student progress.

Another study conducted by Conn (2012) about the influence of

using iPads as a means of instruction. The results indicated that students were engaged on task for a long period and the engagement levels and motivation of the students' were enhanced. Also, the use of iPads assists students to keep their concentration.

On the other hand, Hoffman (2013) conducted a study to find out the effects of using iPad on students' perceptions level and engagement. The sample of the study consisted of 55 English class where the students' age ranged from 14 to 15 years old. The findings showed a high level of students' engagement on the task, also the findings showed positive agreements towards the ability of iPad in personalizing learning. Besides, there were negative results towards using iPad related to the easiness to switch to non-learning activities during learning.

McClanahan, Williams, Kennedy and Tate (2012) conducted a study to examine the influence of iPad on a fifth grader’s reading ability. The researchers carried out an action research, pre and post tests and observations were employed over a six-week. The results showed iPad improve students' reading ability, assist students to be able to master reading strategies, and the results showed that students have a positive attitude towards using iPad in their learning.

To conclude, most of the previous studies agreed on the benefits of iPad as an educational tool and its positive effects on student's motivation and engagement in the learning process. Moreover, these studies indicated that iPad improved students' attitudes towards the learning environment,

this because it fits most of learners' styles as digital natives and cope with the demands of teaching and learning students in the 21st century. Consequently, they agreed that iPad technology helps learners to improve their performance and achievement. Among these are Ciampa (2014), Autio, Hietanoro and Ruismaki (2011), Enriquez (2010), Haydon et al. (2012), McClanahan, Williams, Kennedy and Tate (2012), Henderson & Yeow (2012), Kardell (2013), Saleh (2014), Wang, Teng & Chen (2015).

Similarly, the results of the current study show a very high level of students' attitudes towards learning English language through iPad technology. In addition, the results of the teachers' attitudes show that using iPads have the potential to afford new opportunities for learning English language through interactive, enjoyable, flexible and attractive applications. The results also reveal that the students' motivation towards learning English was enhanced; they appear to be happy, express excitement in classroom activities, participate actively, complete task without being bored, motivate enough to do extra work on their own, and display enthusiasm about topics.

On the other hand, the researcher believes that the current study is different from the previous studies. Basically, because it studies the role of using iPad technology on enhancing students' motivation towards learning English language by applying an experiment with a group of 40 students from fifth graders who take the advantages of iPad in learning the four English language skills: Listening, reading ,speaking , and writing. Also,

the present study investigates the perspectives of students, teachers, and parents in order to make comparison between the different perspectives, and to provide a clear connection between them to support the study purposes.

2.10 Summary:

In this chapter the researcher examined articles that focus on students' motivation and factors that may affect this issue in education. Technology and iPad integration, mobile technology in and out of the classroom, and influences of mobile technologies on students' attitudes and behaviors are also presented in this chapter. Finally, the researcher presented the importance, advantages, and the challenges of using iPad in education, and related studies.

Chapter Three

Methodology and Procedures

3.1 Introduction

3.2 Methodology

3.3 Questions of the Study

3.4 Population of the Study

3.5 Sample of the Study

3.6 Instrument of the Study

3.7 Validity of the Questionnaire

3.8 Validity of the Interview

3.9 Reliability of the Questionnaire

3.10 Procedure of the Study

3.11 Variables of the Study

3.12 Statistical Analysis

3.13 Summary

Chapter Three

Methodology and Procedures

3.1 Introduction:

This chapter dealt with the methodology, research questions, population and sample of the study, in addition to the tools, validity, reliability, variables, procedures and statistical processes.

3.2 Methodology:

Qualitative and quantitative methods were conducted. Different data sources were used to provide descriptive and numerical information. Data were gathered through classroom observations, interviews and questionnaires for suitability of the study purposes.

3.3 Questions of the Study:

This study tried to give satisfactory answers for the following questions:

Q1. What is the role of iPad in enhancing students' motivation towards learning English according to the results of the classroom observations?

Q2. Are there any statistical significant differences at (α =0.05) in the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days, weeks, and parents' gender?

Q3.What is the role of iPad in enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

Q4.How do students respond towards learning English through iPad?

Q5.How do parents respond towards using iPad in learning English?

3.4 Population of the Study:

The population of the study consisted of all fifth graders, English teachers, and students' parents in Haifa Basic girls' school in Jenin governorate during the second semester of the scholastic year 2016-2017.The total number was (302) participants.

3.5 Sample of the Study:

The study presented the experience of using iPad technology in learning English Language with a group of (40) female students who were chosen randomly from the fifth graders, (30) students' parents and (2) English teachers in the mentioned school. Table (1) below shows the distribution of the study sample according to the variable of respondents.

Table (1): The distribution of the study sample

Respondents	**Frequency**	**Percentage%**
Teacher observations	40	36.3
Students	40	36.3
Parents	30	27.4
Total	**110**	**100.0**

3.6 Instruments of the Study:

Three questionnaires for collecting data were developed after surveying some previous studies. The first questionnaire dealt with the parents' attitudes towards using iPad technology in education and it was investigated through an-11-item questionnaire which was developed by the researcher. The questionnaire was distributed amongst (20) female and (10) male parents. See appendix (A).

The second questionnaire dealt with the students' attitudes towards learning English Language through iPad technology and it was investigated through an-16-item questionnaire which was developed by the researcher. The questionnaire was distributed amongst (40) female students from the fifth graders. See appendix (B).

The third questionnaire dealt with the teacher observations of students behaviors while using iPad technology during (40) English classes per eight weeks and it was investigated through an-17-item which was developed by the researcher. See appendix (C).

The scores of responses to each item were calculated according to the five-point Likert scale as the following:

1. Teacher's tool: Excellent =5 points, Very Good=4 points, Good = 3, Medium = 2 points and weak = 1 point.

2. Students' tool: strongly agree=5 points, agree=4 points, neutral = 3, disagree = 2 points and strongly disagree = 1 point.

3. Parents' tool: strongly agree=5 points, agree=4 points, neutral = 3, disagree = 2 points and strongly disagree = 1 point.

The second tool was the interview. The qualitative analysis method was used to analyze two EFL teachers' responses to the interview.

The interview was held by the researcher herself. It included one question. The interview was conducted after reviewing related literature. The subjects were (2) females who were given freedom to answer the question of the interview. See appendix (D).

3.7 Validity of the Questionnaire:

To ensure that the content of the questionnaire is valid, it was presented to a jury in the field of TEFL and Linguistics at An-Najah National University.

The jury accepted the terms of the questionnaire in general, but they suggested some modifications in the vocabulary such as using "style" instead of "ways", "reach" instead of "find", and "reflect" instead of "show". They also proofread the manuscript for mistakes in the mechanics of writing. Thus, no modifications were made. See appendix (E).

3.8 Validity of the Interview:

For the validity of the second tool of the study; that is the interview, the researcher consulted a jury in TEFL field to evaluate it.

3.9 Reliability of the Questionnaire:

To find out the reliability degree of the questionnaires, it was tested by using Chronapach Alpha formula as an indicator of homogeneity to the level of the instrument as a whole. The following table shows the results.

Table (2): The results of Chronapach Alpha formula of the three study tools

Tool	Items	Chronapach Alpha
Teacher's tool	17	88.2
Students' tool	16	82.5
Parents' tool	11	63.0

Table (2) shows that the highest result was for the teacher's tool (88.2), the lowest was parents' tool (63.0).The students' one was (82.5).These results are acceptable for the study purposes.

3.10 Procedures of the Study:

The researcher used the following procedures during the application of this study:

First, permission was taken from the Faculty of Graduate Studies to the Ministry of Education which gave the permission to apply the experiment and to get the needed information. See appendix (F).

Second, the researcher herself played the role of a teacher and observer throughout the experiment which lasted for eight weeks, and adopted **BYOD** (Bring Your Own Device) philosophy: Trend of using iPads, iPhones, Android phones, and sometimes even their own laptops, and expecting to use these to gain access to corporate educational data (Miller, 2012).

Third, the researcher held a meeting for students' parents at school; in order to clarify the objectives and the requirements of the study.

Forth, the researcher distributed a schedule for the students and their parents about the days on which the iPad have been used. Moreover, the researcher explained the safety mechanism for students' iPad throughout the experiment. As the following: In the morning the participants put their ipads in the administration from the first moment they entered the school, and the researcher was responsible for handing iPads over the sample of the study in English language classes, and collected them at the end of the class and put them again in the administration, so that each student can take her ipad at the departure time.

Fifth, the researcher prepared and designed different activities form unit fifteen for English for Palestine (fifth graders) and entered them on the students' iPad. Besides, the researcher supplied all the participants with electronic PDF copy for unit fifteen in order to practice reading from the iPad.

Sixth, the researcher set up a closed group on the Facebook (smart learners) and create Facebook account for participants in order to share their activities, homework, and to watch videos and comment on them to answer questions or to ask a question related to the topic, etc.

Seventh, to avoid any trouble in connectivity, the researcher put all the related material for the lesson on USB and fixed it on the students' iPad

before the English classes.

Eighth, during the English classes, the researcher used iPad applications such as: WordPad for writing skill and dictation, Recorder and camera for speaking skill, YouTube for listening skill and grammar, and Voice Dictionary for learning vocabulary and pronunciation.

Ninth, at the end of the experiment, the researcher distributed the copies of the instrument among the students, and another meeting was held with some students' parents to provide answers to the questionnaire, where the rest provided their answers via telephone.

Tenth, the researcher managed to collect almost all the copies for the three instruments, then the questionnaire data was statistically treated.

3.11 Variables of the Study:

The study consisted of the following variables:

Independent Variables:

- Parents' Gender: Which is divided into two levels male and female.
- The Variable of weeks: Which is divided into eight weeks.
- The Variable of days: Which is divided into five days per week.

Dependent variable:

The role of iPad on enhancing students' motivation towards learning

English (The level of students' motivation noticed while using iPad in English classes).

3.12 Statistical Analysis:

In order to analyze the data, the researcher used the Statistical Package for Social Science (SPSS) version 17.0. Various statistical tests and procedures were used including the following:

- Means, standard deviations and percentages to estimate the responses on each item and total score.
- Independent Sample t- test to test gender variable.
- One Way ANOVA test to test the weeks and days variables.
- Post Hoc (LSD) of Multiple Comparison test to determine the sources of differences.
- Chronapach Alpha formula.

For data analysis, the researcher used the following percentages:

- More than 80.0 Very High degree of response.
- From 70-79.9 High degree of response.
- From 60-69.9 Medium degree of response.
- From 50-59.9 Low degree of response.
- Less than 50 Very Low degree of response.

3.13 Summary:

Chapter three described the methodology used for this study. Also, it included the selection of participants, instrumentation, data collection, and data analysis procedures. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

Results

4.1 Introduction

4.2 Results Related to the First Question

4.3 Results Related to the Second Question

4.4 Results Related to the Third Question

4.5 Results Related to the Fourth Question

4.6 Results Related to the Fifth Question

4.7 Summary

Chapter Four

Results

4.1 Introduction:

This chapter presents the results of the study. Moreover, the statistical data that were analyzed by using the SPSS (Statistical Package for Social Sciences) version 17.0 are presented in this chapter. Additionally, findings were drawn according to the outcomes of data analysis.

4.2 Results Related to the First Question:

The results of the first question (Classroom observations) which is:

Q1. What is the role of iPad in enhancing students' motivation towards learning English according to the results of the classroom observations?

In order to answer this question, forty classroom observations have been divided into eight weeks; five observations per week have been conducted in order to notice the role of iPad in enhancing students' motivation towards learning English. After that, the researcher calculated the means, standard deviations, percentages, and estimation level. The results are shown in tables (6, 7, 8, 9, 10, 11, 12, 13 and 14).

Table (3): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (First week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
3.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	4.80	0.44	96.0	Very High
5.	9	Learners listen attentively.	4.80	0.44	96.0	Very High
6.	6	Learners respond seriously.	4.80	0.44	96.0	Very High
7.	13	Learners display enthusiasm about topics.	4.60	0.54	92.0	Very High
8.	1	Learners involve in active learning tasks.	4.60	0.54	92.0	Very High
9.	14	Learners are motivated enough to do extra work on their own.	4.20	0.44	84.0	Very High
10.	4	Learners make use of information sources when directed by teacher.	4.20	0.44	84.0	Very High
11.	16	Learners act differently.	4.00	0.00	80.0	Very High
12.	5	Learners work independently.	4.00	0.00	80.0	Very High
13.	15	Learners think differently.	3.20	0.83	64.0	Moderate
14.	12	Learners ask questions and volunteer to answer.	3.20	0.44	64.0	Moderate
15.	3	Learners reach information independently.	2.60	0.89	52.0	Low
16.	2	Learners share ideas.	1.60	0.54	32.0	Very Low
17.	7	Learners ask questions which reflect creativity.	1.00	0.00	20.0	Very Low
Total degree of teacher's perspective (First week observation)			**3.91**	**0.25**	**78.2**	**High**

Table (6) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (First week

observation) was (78.2) which suggests very high level of attitude. The highest percentage was given to the items "Learners participated actively, appeared to be happy and expressed excitement in classroom activities" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (20.0).

Table (4): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad on enhancing students' motivation towards learning English in descending order according to the mean (Second week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
3.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
7.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
8.	9	Learners listen attentively.	4.80	0.44	96.0	Very High
9.	4	Learners make use of information sources when directed by teacher.	4.80	0.44	96.0	Very High
10.	1	Learners involve in active learning tasks.	4.80	0.44	96.0	Very High
11.	16	Learners act differently.	4.20	0.44	84.0	Very High
12.	5	Learners work independently.	4.20	0.44	84.0	Very High
13.	15	Learners think differently.	3.60	0.54	72.0	High
14.	3	Learners reach information independently.	3.40	0.89	68.0	Moderate
15.	12	Learners ask questions and volunteer to answer.	3.20	0.44	64.0	Moderate
16.	2	Learners share ideas.	2.60	0.54	52.0	Low
17.	7	Learners ask questions which reflect creativity.	1.00	0.00	20.0	Very Low
Total degree of teacher's perspective (Second week observation)			**4.21**	**0.14**	**84.0**	**Very High**

Table (7) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English language (Second week observation) was (84.0) which suggests very high level of

attitude. The highest percentage was given to the items "Learners participate actively, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored Learners appear to be happy, Learners express excitement in classroom activities and. Learners respond seriously" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (20.0).

Table (5): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad in enhancing students' motivation towards learning English in descending order according to the mean (Third week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
3.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
8.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
9.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
10.	5	Learners work independently.	4.80	0.44	96.0	Very High
11.	4	Learners make use of information sources when directed by teacher.	4.80	0.44	96.0	Very High
12.	3	Learners reach information independently.	4.40	0.89	88.0	Very High
13.	16	Learners act differently.	4.20	0.44	84.0	Very High
14.	15	Learners think differently.	4.20	0.44	84.0	Very High
15.	12	Learners ask questions and volunteer to answer.	3.20	0.44	64.0	Moderate
16.	2	Learners share ideas.	3.20	0.44	64.0	Moderate
17.	7	Learners ask questions which reflect creativity.	2.00	0.00	40.0	Very Low
Total degree of teacher's perspective(Third week observation)			**4.45**	**0.02**	**89.0**	**Very High**

Table (8) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (Third week observation) was (89.0.0) which suggests very high level of attitude. The

highest percentage was given to the items "Learners participate actively, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners express excitement in classroom activities, Learners respond seriously and Learners involve in active learning tasks" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (40.0).

Table (6): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Fourth week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
4.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
8.	5	Learners work independently.	5.00	0.00	100.0	Very High
9.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
10.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
11.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
12.	11	Learners stay on task and complete assignments without being bored.	4.60	0.89	92.0	Very High
13.	6	Learners respond seriously.	4.60	0.89	92.0	Very High
14.	15	Learners think differently.	4.40	0.54	88.0	Very High
15.	2	Learners share ideas.	4.40	0.54	88.0	Very High
16.	12	Learners ask questions and volunteer to answer.	3.60	0.89	72.0	High
17.	7	Learners ask questions which reflect creativity.	3.00	1.22	60.0	Moderate
Total degree of teacher's perspective (Fourth week observation)			**4.68**	**0.07**	**93.6**	**Very High**

Table (9) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (Fourth

week observation) was (93.6.0.0) which suggests very high level of attitude. The highest percentage was given to the items "Learners participate actively, Learners act differently, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners work independently, Learners make use of information sources when directed by teacher, Learners reach information independently and Learners involve in active learning tasks", which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (60.0).

Table (7): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Fifth week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	15	Learners think differently.	5.00	0.00	100.0	Very High
4.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities	5.00	0.00	100.0	Very High
8.	5	Learners work independently.	5.00	0.00	100.0	Very High
9.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
10.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
11.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
12.	14	Learners are motivated enough to do extra work on their own.	4.80	0.44	96.0	Very High
13.	2	Learners share ideas.	4.80	0.44	96.0	Very High
14.	11	Learners stay on task and complete assignments without being bored.	4.60	0.89	92.0	Very High
15.	6	Learners respond seriously.	4.60	0.89	92.0	Very High
16.	12	Learners ask questions and volunteer to answer.	4.20	0.44	84.0	Very High
17.	7	Learners ask questions which reflect creativity.	3.60	0.89	72.0	High
Total degree of teacher's perspective (Fifth week observation)			**4.80**	**0.06**	**96.0**	**Very High**

Table (10) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students to learn English (Fifth

week observation) was (96.0) which suggests very high level of attitude. The highest percentage was given to the items "Learners participate actively, Learners act differently, Learners think differently, Learners display enthusiasm about topics, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners work independently, Learners make use of information sources when directed by teacher, Learners reach information independently and Learners involve in active learning tasks" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (72.0).

Table (8): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad in enhancing students' motivation towards learning English in descending order according to the mean (Sixth week observation)

No.	No.in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
3.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
4.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
5.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
6.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
7.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
8.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
9.	5	Learners work independently.	5.00	0.00	100.0	Very High
10.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
11.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
12.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
13.	16	Learners act differently.	4.80	0.44	96.0	Very High
14.	15	Learners think differently.	4.80	0.44	96.0	Very High
15.	2	Learners share ideas.	4.60	0.54	92.0	Very High
16.	12	Learners ask questions and volunteer to answer.	4.40	0.54	88.0	Very High
17.	7	Learners ask questions which reflect creativity.	3.60	0.54	72.0	High
Total degree of teacher's perspective (Sixth week observation)			**4.83**	**0.08**	**96.6**	**Very High**

Table (11) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English (Sixth week observation) was (96.6) which suggests very high level of

attitude. The highest percentage was given to the items "Learners participate actively, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners respond seriously, Learners work independently, Learners make use of information sources when directed by teacher, Learners reach information independently and Learners involve in active learning tasks" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (72.0).

Table (9): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Seventh week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	15	Learners think differently.	5.00	0.00	100.0	Very High
4.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
5.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
6.	12	Learners ask questions and volunteer to answer.	5.00	0.00	100.0	Very High
7.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
8.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
9.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
10.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
11.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
12.	5	Learners work independently.	5.00	0.00	100.0	Very High
13.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
14.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
15.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
16.	2	Learners share ideas.	4.80	0.44	96.0	Very High
17.	7	Learners ask questions which reflect creativity.	4.20	0.83	84.0	Very High
Total degree of teacher's perspective (Seventh week observation)			**4.94**	**0.07**	**98.8**	**Very High**

Table (12) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English (Seventh week observation) was (98.8) which suggests very high level of attitude. The highest percentage was given to the items "Learners participate actively, Learners act differently, Learners think differently, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners ask questions and volunteer to answer, Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners respond seriously, Learners work independently and Learners involve in active learning tasks" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (84.0).

Table (10): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Eighth week observation)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	16	Learners act differently.	5.00	0.00	100.0	Very High
3.	15	Learners think differently.	5.00	0.00	100.0	Very High
4.	14	Learners are motivated enough to do extra work on their own.	5.00	0.00	100.0	Very High
5.	13	Learners display enthusiasm about topics.	5.00	0.00	100.0	Very High
6.	11	Learners stay on task and complete assignments without being bored.	5.00	0.00	100.0	Very High
7.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
8.	9	Learners listen attentively.	5.00	0.00	100.0	Very High
9.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
10.	6	Learners respond seriously.	5.00	0.00	100.0	Very High
11.	5	Learners work independently.	5.00	0.00	100.0	Very High
12.	4	Learners make use of information sources when directed by teacher.	5.00	0.00	100.0	Very High
13.	3	Learners reach information independently.	5.00	0.00	100.0	Very High
14.	2	Learners share ideas.	5.00	0.00	100.0	Very High
15.	1	Learners involve in active learning tasks.	5.00	0.00	100.0	Very High
16.	12	Learners ask questions and volunteer to answer.	4.80	0.44	96.0	Very High
17.	7	Learners ask questions which reflect creativity.	4.80	0.44	96.0	Very High
Total degree of teacher's perspective (Eighth week observation)			**4.97**	**0.05**	**98.8**	**Very High**

Table (13) shows that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English

(Eighth week observation) was (98.8) which suggests very high level of attitude. The highest percentage was given to the items "Learners participate actively, Learners act differently, Learners think differently, Learners are motivated enough to do extra work in their own, Learners display enthusiasm about topics, Learners stay on task and complete assignments without being bored, Learners appear to be happy, Learners listen attentively, Learners express excitement in classroom activities, Learners respond seriously, Learners work independently and Learners involve in active learning tasks", which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (96.0).

Table (11): Means, standard deviations, percentages and estimation level for the teacher's perspective about the role of using iPad technology in enhancing students' motivation towards learning English in descending order according to the mean (Total)

No.	No. in the questionnaire	Items	Mean	standard deviations	Percentage	Estimation Level
1.	17	Learners participate actively.	5.00	0.00	100.0	Very High
2.	10	Learners appear to be happy.	5.00	0.00	100.0	Very High
3.	8	Learners express excitement in classroom activities.	5.00	0.00	100.0	Very High
4.	13	Learners display enthusiasm about topics.	4.95	0.22	99.0	Very High
5.	9	Learners listen attentively.	4.95	0.22	99.0	Very High
6.	1	Learners involve in active learning tasks.	4.92	0.26	98.4	Very High
7.	14	Learners are motivated enough to do extra work on their own.	4.87	0.33	97.4	Very High
8.	11	Learners stay on task and complete assignments without being bored.	4.87	0.46	97.4	Very High
9.	6	Learners respond seriously.	4.87	0.46	97.4	Very High
10.	4	Learners make use of information sources when directed by teacher.	4.85	0.36	97.0	Very High
11.	5	Learners work independently.	4.75	0.43	95.0	Very High
12.	16	Learners act differently.	4.65	0.48	93.0	Very High
13.	3	Learners reach information independently.	4.45	0.93	89.0	Very High
14.	15	Learners think differently.	4.40	0.77	88.0	Very High
15.	12	Learners ask questions and volunteer to answer.	3.92	0.88	78.4	High
16.	2	Learners share ideas.	3.90	1.21	78.0	High
17.	7	Learners ask questions which reflect creativity.	2.90	1.48	58.0	Low
Total degree of teacher's perspective			**4.60**	**0.36**	**92.0**	**Very high**

Table (14) shows that the total degree of teacher's attitude towards the use of iPad technology in enhancing students' motivation towards

learning English was (92.0) which suggests very high level of attitude. The highest percentage was given to the items "Learners participate actively, Learners appear to be happy and Learners express excitement in classroom activities" which scored (100.0). The results showed that the lowest percentage was given to the item "Learners ask questions which reflect creativity" which scored (58.0).

4.3 Results Related to the Second Question:

The results of the second study question which is:

Q3. Are there any statistical significant differences at ($\alpha = 0.05$) in the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days, weeks, and parents' gender?

For days' variable, One Way ANOVA and post hoc (LSD) for multiple compression tests were used, and tables (18, and 19) below show the results**.**

Table (12): Means and standard deviations for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days

Days	N	Mean	Std. Deviation
First	8	4.52	0.49
Second	8	4.61	0.36
Third	8	4.61	0.37
Fourth	8	4.63	0.35
Fifth	8	4.63	0.31
Total	40	4.60	0.36

Table (18) shows that there are difference between the means of the days observations and in order to clarify the differences, One Way ANOVA test has been used and table (19) below shows the results.

Table (13): One Way ANOVA test for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days

Teacher's perspective towards the role of using iPad technology in enhancing students' motivation towards learning English language attributed to the variable of days		**Sum of Squares**	**df.**	**Mean Square**	**F**	**Sig.**
Total	Between Groups	0.070	4	0.017	0.116	0.976
	Within Groups	5.224	35	0.149		
	Total	5.294	39			

***The mean difference is significant at the 0.05 level.**

Table (19) shows that there are no statistical significant differences at (α =0.05) level about the teacher's perspective (Teacher's observations) about the role of using iPad technology in enhancing students' motivation towards learning English attributed to the variable of days. The significant value was (0.976) which is less than (0.05).

For weeks' variable, One Way ANOVA and post hoc (LSD) for multiple compression tests were used, and tables (15, 16, and 17) show the results**.**

Table (14): Means and standard deviations for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of weeks

Weeks	N	Mean	Std. Deviation
First	5	3.92	.22
Second	5	4.21	.14
Third	5	4.45	.02
Fourth	5	4.68	.07
Fifth	5	4.80	.06
Sixth	5	4.83	.08
Seventh	5	4.94	.07
Eighth	5	4.97	.05
Total	40	4.60	0.36

Table (15) shows that there are differences between the means of the weeks' observations and in order to clarify the differences, One Way ANOVA test has been used and table (16) below shows the results.

Table (15): One Way ANOVA test for the teacher's perspective towards the role of iPad in enhancing students' motivation towards learning English attributed to the variable of weeks

teacher's perspective towards the role of using iPad technology on enhancing students' motivation towards learning English language attributed to the variable of weeks		Sum of Squares	df.	Mean Square	F	Sig.
Total	Between Groups	4.902	7	0.700	57.215	0.000*
	Within Groups	0.392	32	0.012		
	Total	5.294	39			

***The mean difference is significant at the 0.05 level.**

Table (16) shows that there are statistical significant differences at (α =0.05) level about the teacher's perspective (Teacher's observations) about the role of using iPad technology in enhancing students' motivation towards learning English attributed to the variable of weeks. The significant value was (0.000) which is less than (0.05).

In order to know the differences, LSD post hoc was used and the following table shows the results:

Table (16): LSD post hoc for teacher's perspective about the role of iPad on enhancing students' motivation towards learning English attributed to the variable of weeks

Weeks	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
1st		0.28235 *	0.52941*	0.75294 *	0.87059 *	0.90588 *	1.01176 *	1.04706 *
2nd			0.24706 *	0.47059 *	0.58824 *	0.62353 *	0.72941*	0.76471 *
3rd				022353 *	0.34118 *	0.37647 *	0.48235 *	0.51765 *
4th					0.11765	0.15294 *	0.25882 *	0.29412 *
5th						0.03529	0.14118	0.17647 *
6th							0.10588	0.14118
7th								0.03529

*** The mean difference is significant at the 0.05 level.**

Table (17) shows the following differences:

- There are differences between (First week) and the other weeks in favor of (the other weeks).
- There are differences between (Second week) and the other weeks in favor of (the other weeks).
- There are differences between (Third week) and the other weeks in favor of (the other weeks).
- There are differences between (Fourth week) and (Sixth, Sevens and Eighth) in favor of (Sixth, Sevens and Eighth weeks).
- There are differences between (Fifth week) and the other weeks in favor of (Eighth week).

For parents' gender variable, the t- Test for Independent Samples was used and table (5) shows the results.

Table (17): T-test for Independent Samples about parents' perspectives towards using iPad in learning English attributed to parents' gender

parents' perspectives towards using iPad in learning English attributed to parents' gender	Gender	N	Mean	S. D	T	Sig.*
Total	Male	10	3.94	0.21	-4.819	0.000*
	Female	20	4.34	0.22		

***The mean difference is significant at the 0.05 level.**

Table (5) shows statistical significant differences at (α =0.05) on the total degree about parents' perspectives towards using iPad in learning English attributed to parents' gender. Significant level is (0.00) which is less than (0.05) and the differences are in favor of Female level due to the mean which is (4.34) while the males' mean is (3.94).

4.4 Results Related to the Third Question:

The results of the third study question (Interview) which is:

Q3. What is the role of iPad in enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

In order to answer the interview's open-ended question, the researcher interviewed two female teachers of English for fifth grader at Haifa Basic girls' school in Jenin Governorate.

The first teacher's response: "She agreed the use of iPad as an

educational tool for learning English and expressed encouragement towards the implementation of BYOD (Bring Your Own Device) philosophy which assisted each student in the experiment to use her iPad for learning English inside and outside the classes. Besides, one of the greatest features of the iPad is that there are many impressive educational applications available for both students and teachers but the selection of these applications depended on student and curriculum needs. Moreover, learning English language seemed easier with using iPad applications that provided the exciting methods of learning in these days. Also, teacher mentioned that the use of videos on YouTube for some lessons and tasks have positive effects on increasing students' motivation towards learning English grammar and supported the listening skill.

Additionally, with the use of iPad students totally encouraged to learn reading and writing English easily without boredom, thus their linguistic and writing skill developed faster due to interactive learning and useful application like WordPad. Besides, students got immediate access to the educational content and this encouraged student to learn more when the learning content was available to them on their iPad. Along with improving students' skills, shy students became more confident while they proceed to higher levels by themselves.

Finally, the use of iPad during English lessons has the power to increase students' motivation and engagement; by providing many fun styles for delivering information and getting students' attention such as:

playing animation videos, showing interactive stories, and playing games. In other words, iPad has the potential to enhance students' motivation as well as reducing students' distraction during English lessons".

The second teacher's response: "The use of the iPads when integrated carefully into a language course can have positive effects on students' motivation. Well, from the beginning of the experiment, students' attitudes towards learning English improved because iPads offered new opportunities for learning English language through interactive, enjoyable, flexible and attractive applications. During English classes students' motivation towards learning English was enhanced; they appeared to be happy, expressed excitement in classroom activities, participated actively, completed task without being bored, motivated enough to do extra work on their own, and displayed enthusiasm about topics.

Moreover, ESL students want to learn English but with the iPad, these students can engage with language on a personal level, and teachers, can provide the vital support to enhance each student’s encounters with English. Of course, the iPad is here to help.

Also, teacher mentioned that, iPad is ideal simply because it allowed learners practiced listening comprehension, as well as recorded different reading tasks according to their levels. In other words, iPads personalize the language learning.

Finally, teacher agreed that the use of iPad helped to keep young students totally encouraged to learn English skills that is reading, writing, listening and speaking easily during English classes".

4.5 Results Related to the Fourth Question:

Q4. How do students respond towards learning English through iPad?

In order to answer this question , forty female students answered the questionnaire questions about learning English through iPad after that the researcher calculated the means, standard deviations, percentages, and estimation level. Table (3) below shows the results.

Table (18): Means, standard deviations, percentages and estimation level for the students' attitudes towards learning English through iPad in descending order according to the mean

No.	No. in the questioner	Items	Mean	standard deviations	Percentage	Estimation Level
1.	2	I get happy when I learn English through the iPad.	4.87	0.33	97.4	Very High
2.	1	iPad is an interesting tool for learning English.	4.87	0.40	97.4	Very High
3.	15	I'm happy to find my own style to learn English as I like.	4.75	0.77	95.0	Very High
4.	14	I enjoy listening to different videos through iPad.	4.75	0.70	95.0	Very High
5.	16	iPad provides me with enough space to learn at my own pace.	4.72	0.75	94.4	Very High
6.	4	English becomes my favorite subject.	4.67	0.57	93.4	Very High
7.	13	I am always excited during English class.	4.65	0.80	93.0	Very High
8.	8	I can learn difficult vocabulary through iPad.	4.65	0.80	93.0	Very High
9.	12	I can collaborate in many ways during English class.	4.62	0.92	92.4	Very High
10.	3	iPad applications help me to overcome difficulties in pronunciation.	4.57	0.67	91.4	Very High
11.	10	I am willing to do more English work than my teacher assigns me.	4.55	0.74	91.0	Very High
12.	9	I like to read through iPad.	4.55	0.98	91.0	Very High
13.	6	I am always participating during English class.	4.52	0.96	90.4	Very High
14.	7	I learn English easily through iPad.	4.45	1.01	89.0	Very High
15.	11	I find dictation more enjoyable through Word Pad application.	4.22	1.16	84.4	Very High
16.	5	Learning English through iPad makes me nervous.	1.65	1.16	33.0	Very Low
Total degree of the students' attitudes			**4.44**	**0.41**	**88.8**	Very High

Table (3) shows that the total degree of students' attitudes towards learning English through iPad was (88.8) which suggests very high level of

students' attitudes towards learning English through iPad. The highest percentage was given to the item" I get happy when I learn English through the iPad "which scored (97.4).

Moreover, table (3) above shows, students' attitudes was very high on the items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15), where the percentages of response on these items where between (97.4% - 84.4%). Responses on these items indicated that the majority of students agreed on the usefulness of using iPad technology in learning English.

On the other hand, the lowest percentage was given to the item "Learning English through iPad makes me nervous" which scored (33.0) .

4.6 Results Related to the Fifth Question:

The results of the fifth question (Parents' attitudes) which is:

Q5. How do parents respond towards using iPad in learning English?

In order to answer this question, thirty parents (10 males and 20 females) answered the questionnaire questions and the researcher calculated the means, standard deviations, percentages, and estimation level. Table (4) below shows the results.

Table (19): Means, standard deviations, percentages and estimation level for the parents' perspectives about the use of iPad in learning English in descending order according to the mean

No.	No. in the questioner	Items	Mean	standard deviations	Percentage	Estimation Level
1.	10	Do you think that the use of iPad will motivate your child to learn better?	4.86	0.34	97.2	Very High
2.	7	Does your child seem more willing to do their homework with the use of the iPad?	4.70	0.46	94.0	Very High
3.	3	Has being able to use the iPad changed your child's attitude towards school?	4.63	0.49	92.6	Very High
4.	2	Do you have wireless Internet access (wi fi) at home?	4.60	0.49	92.0	Very High
5.	1	Do you agree the use of iPad in schools?	4.56	0.50	91.2	Very High
6.	11	Do you think your child receives more timely and valuable feedback on assignments from teacher because of the iPad ?	4.53	0.50	90.6	Very High
7.	4	Do you think that the use of iPad facilitates the educational process?	4.43	0.56	88.6	Very High
8.	9	Do think that your child has more access to be able to research than she did before the iPad ?	4.23	0.43	84.6	Very High
9.	8	Is the work your child doing with the iPad innovative ?	3.80	0.76	76.0	High
10.	6	Do you feel your child is more organized with the use of the iPad ?	3.56	0.72	71.2	High
11.	5	While your child is using the iPad at home, do you supervise her use?	2.40	1.37	48.0	Very Low
Total degree of the parents' perspectives			**4.21**	**0.28**	**84.2**	Very High

Table (4) shows that the total degree of parents' attitudes towards using iPad technology in learning English was (84.2) which suggests very high level of attitudes. The highest percentage was given to the item "Do you think that the use of iPad will motivate your child to learn better?" which scored (97.2).

Moreover, table (4) above shows, parents attitudes was very high on the items (1, 2, 3, 4, 5, 6, 7 and 8) which indicate positive attitudes towards using iPad in learning English, where the percentages of response on these items where between (97.2%-84.6%). On the other hand, the lowest percentage was given to the item "While your child is using the iPad at home, do you supervise his use?" which scored (48.0) .

4.7 Summary:

Chapter four presented this study's findings including testing research questions, descriptive statistics, quantitative results and additional qualitative results.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1 Introduction

5.2 Discussion of the Results of the First Question

5.3 Discussion of the Results of the Second Question

5.4 Discussion of the Results of the Third Question

5.5 Discussion of the Results of the Fourth Question

5.6 Discussion of the Results of the Fifth Question

5.7 Conclusion

5.8 Recommendations

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1 Introduction:

This chapter presents the discussion of the results of both quantitative and qualitative data of the study. In addition, the researcher presents the conclusion and recommendations that are drawn in the light of the study results.

5.2 Discussion of the Results of the First Question:

Q1.What is the role of iPad in enhancing students' motivation towards learning English according to the results of the classroom observations?

Results show that the total degree of teacher's attitude towards the use of iPad technology in motivating students towards learning English is increasing dramatically, starting from the first week until the end of the seventh week. See tables (6, 7, 8, 9, 10, 11, and 12). In addition, the results show that the total degree of teacher's attitude is stabilized from the fifth week until the end of the eighth week. See tables (10, 11, 12, and 13). Moreover, creativity in asking questions by students has been developed gradually from the first week observation to the eighth one. Tables (6, 7, 8, 9, 10, 11, 12, 13 and 14) show the results. Also, it is obvious from tables (6, 7, 8, 9, and 10) that students' behaviors and performances during English

classes developed and improved gradually from the first week to the fifth one despite the differences in the items of the study tools.

Additionally, the results of this question support the results of the first and the second questions with regard of the usefulness and the positive effects of the use of iPad on enhancing students' motivation towards learning English.

Finally, the results show very high level of students' performances during English classes in terms of motivation, participation, active learning, collaboration, and independent learning which support the study's objectives.

This is in harmony with the study of Wang, Teng & Chen (2015) & Awad (2010) who agreed that using iPad could assist learners in learning English and can enhance students' motivation and their achievements

5.3 Discussion of the Results of the Second Question:

Q2. Are there any statistical significant differences at (α =0.05) in the role of iPad in enhancing students' motivation towards learning English attributed to the variable of days, weeks, parents' gender?

For days' variable, the results show that there are differences between the means of the days. Whereas, the result of One Way ANOVA test shows that there are no statistical significant differences at (α =0.05) level about the teacher's perspective (Teacher's observations) about the role

of using iPad technology in enhancing students' motivation towards learning English attributed to the variable of days.

To conclude, the researcher finds the above results go in harmony with the results of the fifth question in regards of the positive effects of the integration of the iPad as a motivational tool for long-term learning.

The results go in line with Swan, Hooft, Kratcoski and Schenker (2007) study who found that teaching and learning in the computing classes were more student-centered, collaborative, project-oriented, constructivist, and flexible.

For weeks' variable, the results show that there are statistical significant differences at (α =0.05) in the teacher's observations about the role of iPad in enhancing students' motivation towards learning English attributed to the variable of weeks, and these differences are in favor of the later weeks of observations. Besides, LSD post hoc test results show that there are differences between the first week and the other weeks in favor of the other weeks, etc. See table (17), page (72-73).

According to the results, the researcher concludes that there are no differences in the levels of students' motivation towards learning English noticed in the same week. On the other hand, there are differences in the levels of students' motivation towards learning English between weeks and these differences in favor of the first five weeks. This means that in week five students' perceptions towards the use of iPad in learning English

became a normal habit. Also, this may indicate the importance of long-term learning by using new technologies like the iPad than the short –term ones , and this means that the researcher observer can stop the experiment of using iPad in week five because no significant differences noticed on the later weeks.

The results of this question go in line with Gasparini & Culen (2012) who showed that while the enthusiasm of using iPad existed at the beginning of year, the interest of using it significantly decreased by the end of the year. In other words, when using the same teaching and learning styles by iPad in classes for a long time, students may lose their interest in this technology and it may lose its novelty impact.

For parents' gender variable, the result shows that there are statistical significant differences at (α=0.05) in favor of Female due to the mean which is (4.34) while the males' mean is (3.94).

The researcher attributes this result to the fact that students' mothers are more responsible for helping and teaching their children at home. Moreover, mothers have more concerns with new technology and find it helpful in developing their children outlook towards school in general. Finally, they have more free time at home which may assist them to guide their children to take the advantages of iPad and try to use it in order to improve their academic level.

5.4 Discussion of the Results of the Third Question (Interview):

Q3. What is the role of iPad in enhancing students' motivation towards learning English from the perspectives of the teachers of English at Haifa Basic girls' school?

The results show that the teachers who participated in the interview showed positive attitudes towards the role of using iPad technology on enhancing students' motivation towards learning English language. Even more, the researcher finds that the results of the interview support the results of the above six questions. In other words, the qualitative results correspond with the quantitative results in different aspects related to the students' behaviors during the experiment of using iPad as motivational tool for learning English language.

Additionally, teachers show agreements towards the importance of the integration of the iPad in teaching English language because of its usefulness in encouraging students to practice English skills at their own levels and needs. Finally, the results reflect that with the use of the iPad in education students can overcome any difficulty that may arise during practicing English Language so that it facilitates learning.

The results of the interview are in harmony with Lapp, Moss and Roswell (2012) who stated that mobile devices like the iPad are used in many school settings; they are used for motivational purposes, for building students’ experiences with technology, and for research and other purposes.

Integrating iPads during instruction could provide additional support for struggling students because there are multiple functions and applications that will support their learning. Because, they are easy to hold and move from space to space, there are several issues associated with accessibility, pedagogical uses, and integration of mobile readers such as the iPad into the regular classroom curriculum.

5.5 Discussion of the Results of the Fourth Question:

Q4.How do students respond towards learning English through iPad?

The results show very high level of students' attitudes towards learning English through iPad which means that the majority of students agreed on the usefulness of using iPad in learning English. Moreover, it is obvious from table (3)-p.55 that students are excited in learning English by using iPad and find it an interesting tool for practicing English language skills: Listening, writing, reading, and speaking. Also, the results of this question show very high levels of participation and collaboration among students due to the use of iPad technology. Finally, the majority of students expressed feelings of satisfaction because of iPad, for example they learn at their own pace and style with the integration of iPad during English classes.

The results of this question matches with the results of Awad (2016) who agreed the ability of English teaching forums in on improving writing skills.

This is in harmony with Clark and Luckin (2013) & Awad (2017) who agreed the usefulness of smart games in enhancing students' motivation and engagement with learning English.

Similarly, Diemer et al. (2012) who found that the use of iPads in the classroom increased students' perception of their engagement and motivation, and in turn left a positive effect on students' active and collaborative learning.

Finally, the results go in line with Castro (2015) who conducted a study that showed there is no difference in students' behavior in the test between groups, but the paper points to 64% of students prefer using iPad over pen and paper to perform the test.

5.6 Discussion of the Results of the Fifth Question:

Q5.How do parents respond towards using iPad in learning English?

The results of this question in general indicate positive parents' attitudes towards using iPad in learning English. Besides, the results of this question support the results of the first question in regarding of parents' agreement on the positive effects of the integration of iPad as an interesting educational tool that could affect students' attitudes towards their learning. Moreover, the results show that iPad facilitates the educational process, provides immediate feedback about the students' progress, motivates students to complete different tasks without complaining, and research any information they need easily. On the other hand, the results show very low

degree of parents' supervision of their children while using iPad at home, which may affect negatively the students' achievement specially at this age at which a student need someone to direct him towards the useful application, to check his progress regularly and to motivate him to do more extra work on his iPad at leisure time.

The results agree with Henderson and Yeow (2012) who found that iPads made education more productive and accessible, so students could easily and quickly access any information at any location outside and inside the classroom.

5.7 Conclusion:

Based on the results of the study, the researcher concluded the following:

- iPad technology provides second language learners with ubiquitous learning that can closely fit learners' learning styles and interests.
- iPad technology needs to be considered as an educational tool that can support language learning inside and outside of the classroom.
- Parents and teachers expressed that there is a need for adapting iPad technology in learning English.
- iPad technology is perceived positively by students, parents, and teachers as an effective tool for enhancing students' motivation towards learning English.

- iPad enhances EFL learners' attitudes towards learning English language by providing learning opportunities that the traditional methods alone can't furnish.

- Using iPad is an effective educational tool for aiding students to improve their learning of English language skills.

5.8 Recommendations:

Based on the results of the study, the researcher recommended the following:

First: Recommendations for Teachers:

- Using iPad in their teaching; since it enhances students' motivation towards learning English.

- Considering the new pedagogical approaches that best optimize the use of iPad in education where students are at the center of their learning.

Second: Recommendations for the Ministry of Education:

- Adapt iPad technology as an educational tool for teaching and learning in the 21st century; in order to help and support students in their learning.

- Move towards applying BYOD (Bring Your Own Device) philosophy at schools to compete globally in educational

achievement.

- The curricula developers are recommended to design different interactive activities and lesson related to English for Palestine curriculum.
- Professional development for teachers should be utilized to keep abreast of changes and developments in knowledge and technology.

Third: Recommendations for Further Studies:

- Further research is required to quantify the benefits of iPad technology on students' learning outcomes.
- Expand the study for other grade levels and into other subjects.
- Conduct studies on the obstacles and challenges of using the iPad technology in education.
- Conduct studies on the influence of using iPad on students' academic achievement.

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Appendices

Appendix (A)
Parents' Questionnaire

An-Najah National University
Faculty of Graduate Studies

Dear parents,

The following questionnaire has been developed to collect the necessary information for accomplishing a study entitled "The Role of Using iPad Technology on Enhancing Students' Motivation towards Learning English Language from Parents' and Teachers' Perspectives in Jenin Governorate."

The researcher will be grateful if you answer the parts appropriately and honestly. Your answers will be strictly confidential and the given information will be used for research purposes only.

Thanks for your cooperation,

The researcher:
Ayat Tarazi

Part (I): Personal Information.

Please put the mark (x) in the place that suits your case:

Gender:

( ) Male ( ) Female

Part (II): This part consists of all items which are dealt with parents' attitudes towards using iPad in education

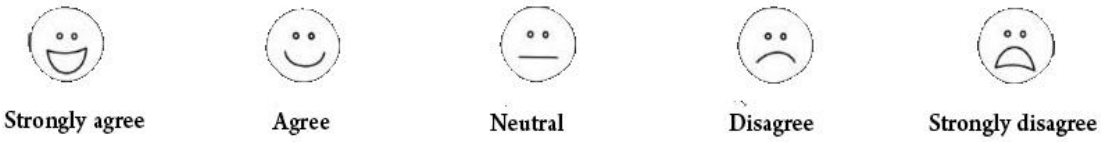
Questions	Strongly agree	Agree	Neutral	Strongly disagree	Disagree
1. Do you agree the use of iPad in schools ?					
2. Do you have wireless Internet access (wi-fi) at home?					
3. Has being able to use the iPad changed your child's attitude towards school?					
4. Do you think that the use of iPad facilitates the educational process?					
5. While your child is using the iPad at home ,how often do you supervise her use?					
6. Do you feel your child is more organized with the use of the iPad?					
7.Does your child seem more willing to do their homework with the use of the iPad?					
8. Is the work your child is doing with the iPad innovative?					
9. Do you think that your child has more access to be able to research than she did before the iPad?					
10. Do you think that the use of the iPad will motivate students to learn better?					
11. Do you think your child receives more timely and valuable feedback on assignments from teacher because of the iPad?					

Appendix (B)
Students' Questionnaire

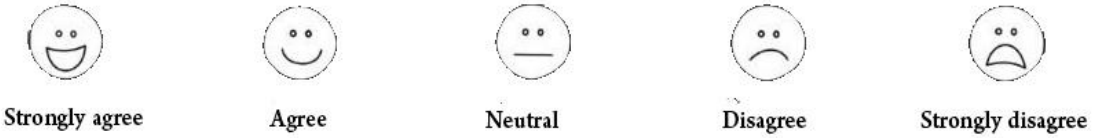
Students' Attitudes towards Learning English through iPad

Color the face that describes your attitude on each statement:

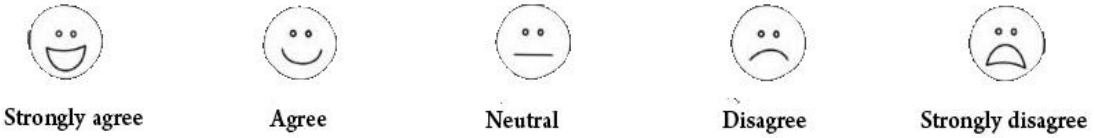
1. iPad is an interesting tool for learning English.



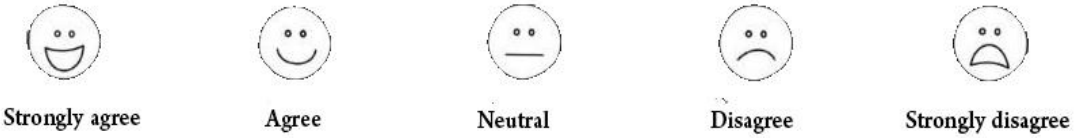
2. I get happy when I learn English through the iPad.



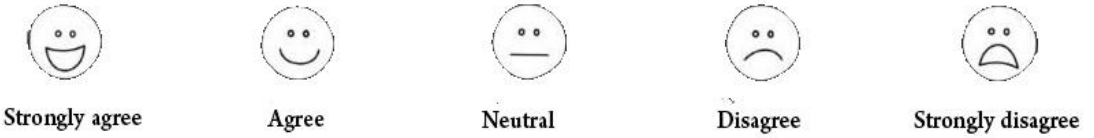
3. iPad applications help me to overcome difficulties in pronunciation.



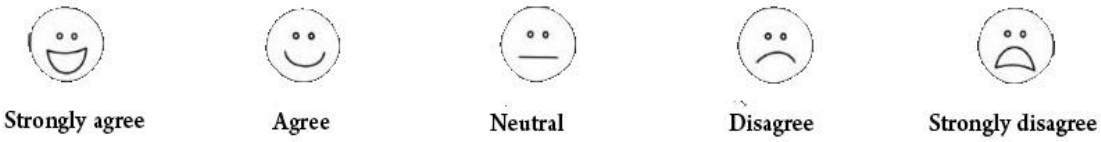
4. English becomes my favorite subject.



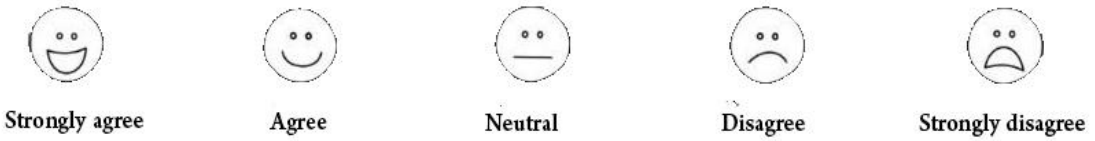
5. Learning English through iPad makes me nervous.



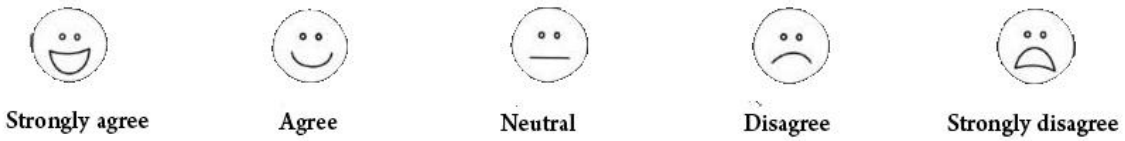
6. I am always participating during English class.



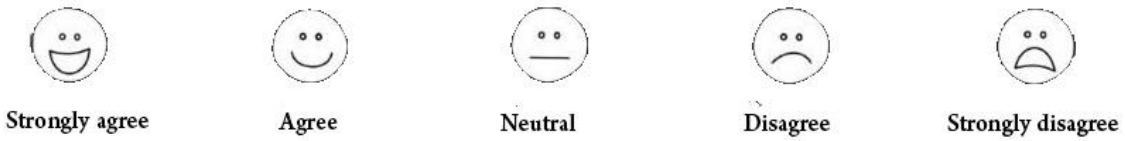
7. I learn English easily through iPad.



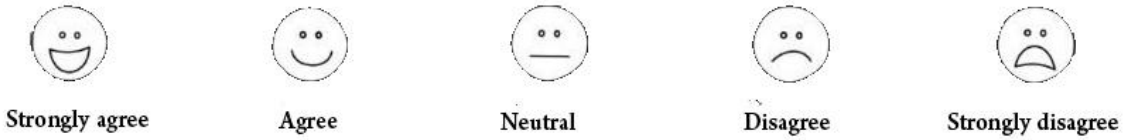
8. I can learn difficult vocabulary through iPad.



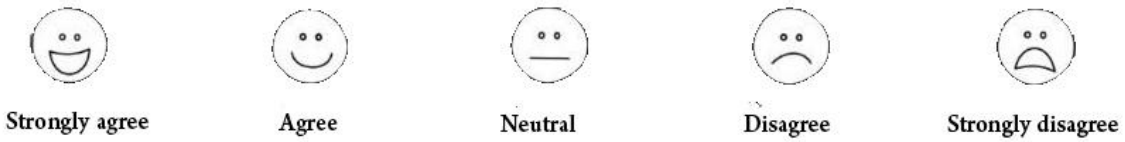
9. I like to read through iPad.



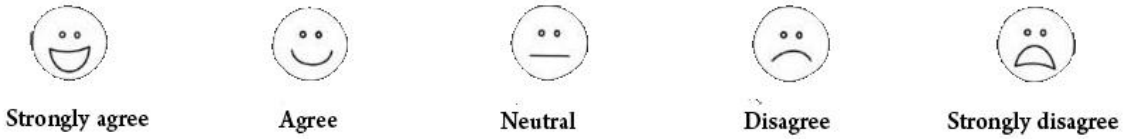
10. I am willing to do more English work than my teacher assigns me.



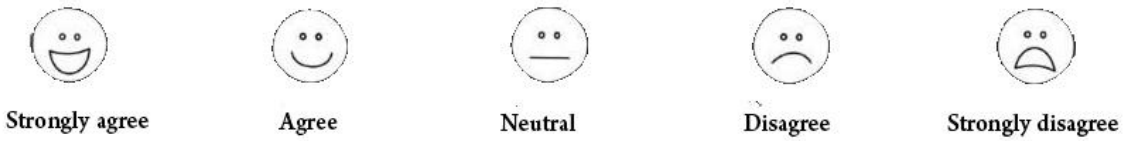
11. I find dictation more enjoyable through WordPad application.



12. I can collaborate in many ways during English class.



13. I am always excited during English class.



14. I enjoy listening to different videos through iPad.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

15. I am happy to find my own style to learn English as I like.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

16. iPad provides me with enough space to learn at my own pace.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Appendix (C)
Classroom Observation

School: Haifa basic girls' school **Grade**: Fifth graders

Subject: English for Palestine **Observer**: The researcher

NO.	Items	Excellent	Very good	good	Medium	weak
1.	Learners are involved in active learning tasks.					
	Learners share ideas.					
3.	Learners reach information independently.					
4.	Learners make use of information sources when directed by teacher.					
5.	Learners work independently.					
	Learners respond seriously.					
7.	Learners ask questions which reflect creativity.					
8.	Learners express excitement in classroom activities.					
9.	Learners listen attentively.					
10.	Learners appear to be happy.					
11.	Learners stay on task and complete assignments without being bored.					
	Learners ask questions and volunteer to answer.					
13.	Learners display enthusiasm about topics.					
14.	Learners motivated enough to do extra work on their own.					
15.	Learners think differently.					
16.	Learners act differently.					
17.	Learners participate actively.					

Appendix (D)
Interview Question

Q. To what extent does the use of iPad technology enhance students' motivation towards learning English language from the perspectives of the teachers of English at Haifa Basic girls' school?

Appendix (E)
The Validation Committee for the Questionnaire

Dr. Ahmed Awad	**An-Najah National University**
Dr. Fawaz Aqel	**An-Najah National University**
Dr. Smeer Al-Issa	**An-Najah National University**
Dr. Rukaya Harez Allah	**An-Najah National University**
Dr. Ayman Nazzal	**An-Najah National University**

Appendix (F)
Permissions

State of Palestine
Ministry of Education & H.E
Directorate of Education - Jenin

دولـــــة فلسطين
وزارة التربية والتعليم العالي
مديرية التربية والتعليم - جنين

الرقم: ٢٣/٢٠/٢١/٦٣١
التاريخ: 2017/03/15م
الموافق: 1438/06/17هـ

حضرة مديرة مدرسة بنات حيفا الأساسية المحترمة

تحية طيبة وبعد ؛؛؛

الموضوع :الدراسة الميدانية

أوافق على قيام الدارسة (آيات حسن أحمد طرزي) بإجراء دراستها الميدانية بعنوان (The Role of Using iPad Technology on Enhancing Student's Motivation towards Learning English from Teachers and Parents Perspectives in Jenin Governorate).

راجياً تسهيل مهمتها.

مع الإحترام

مدير التربية والتعليم
أ . طارق علاونة

أ . غ

التعليم العام

04/2 503 503 | 32 جنين | 04/2 438 567, | 04/2 501 138 , | 04/2 501 061

An-Najah
National University
Faculty of Graduate Studies
Dean's Office

جامعة
النجـــاح الوطنية
كلية الدراسات العليا
مكتب العميد

التاريخ: 2017/2/21

السادة مديرية التربية والتعليم/ محافظة جنين المحترمون

الموضوع: تسهيل مهمة باحث

تحية طيبة وبعد،،

يرجى من حضرتكم التكرم بتسهيل مهمة الباحثة/ ايات حسن احمد طرزي، رقم تسجيله (11558174)، تخصص ماجستير أساليب تدريس لغة انجليزية في كلية الدراسات العليا بجامعة النجاح الوطنية، وهي بصدد إعداد الاطروحة الخاصة بها والتي عنوانها: "دور استخدام تكنولوجيا الأبياد في تعزيز دافعية الطلبة نحو تعلم اللغة الانجليزية من وجهة نظر الآباء والمعلمين في نحافظة جنين"، يرجى من حضرتكم تسهيل مهمتها لتطبيق دراستها في المدارس وذلك لاستكمال الدراسة والحصول على شهادة الماجستير، شاكرين لكم حسن تعاونكم.

وتفضلوا بقبول فائق الاحترام والتقدير ،،

عميد كلية الدراسات العليا

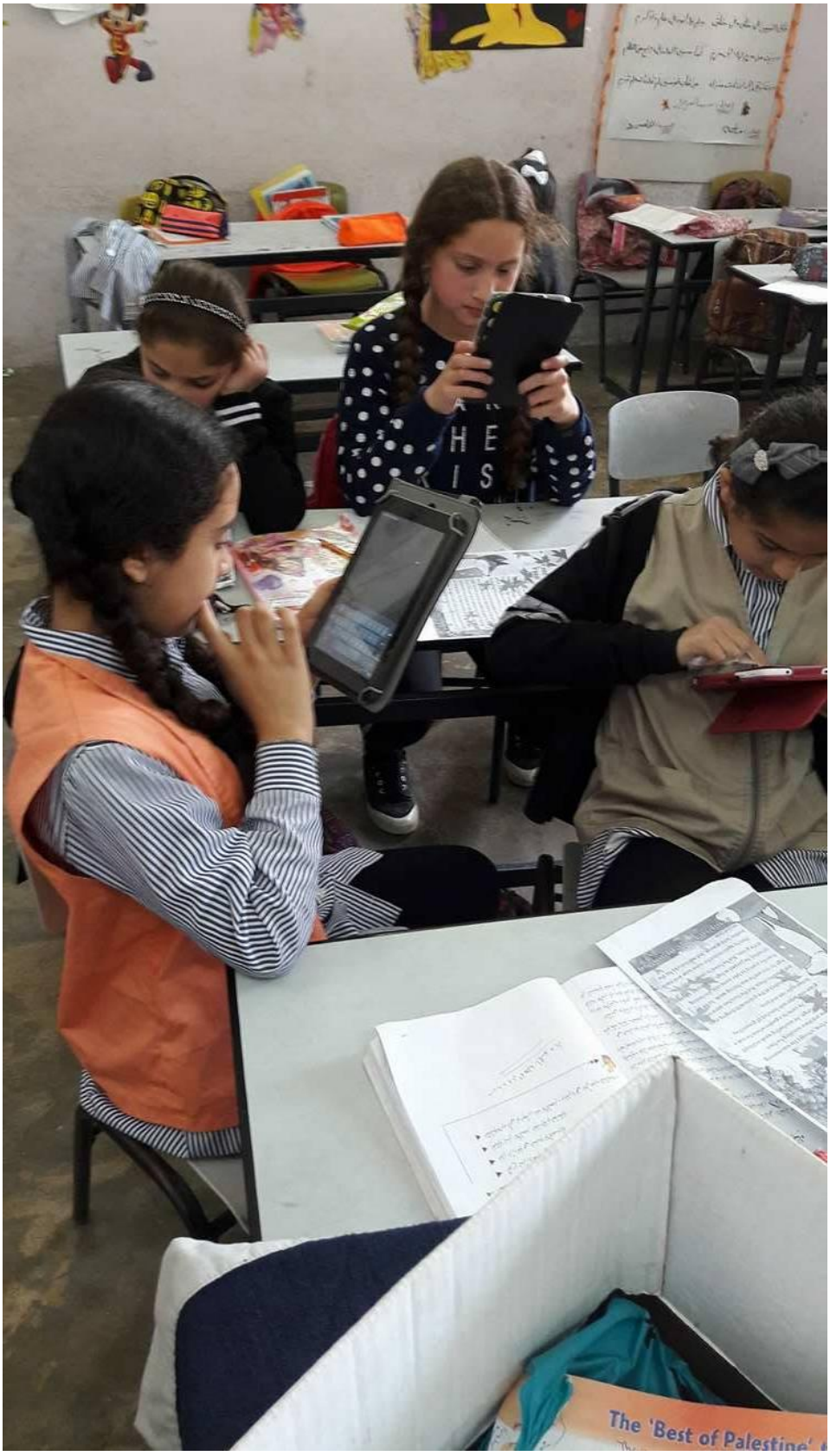
د. محمد سليمان

جامعة النجاح الوطنية
كلية الدراسات العليا
نابلس / فلسطين

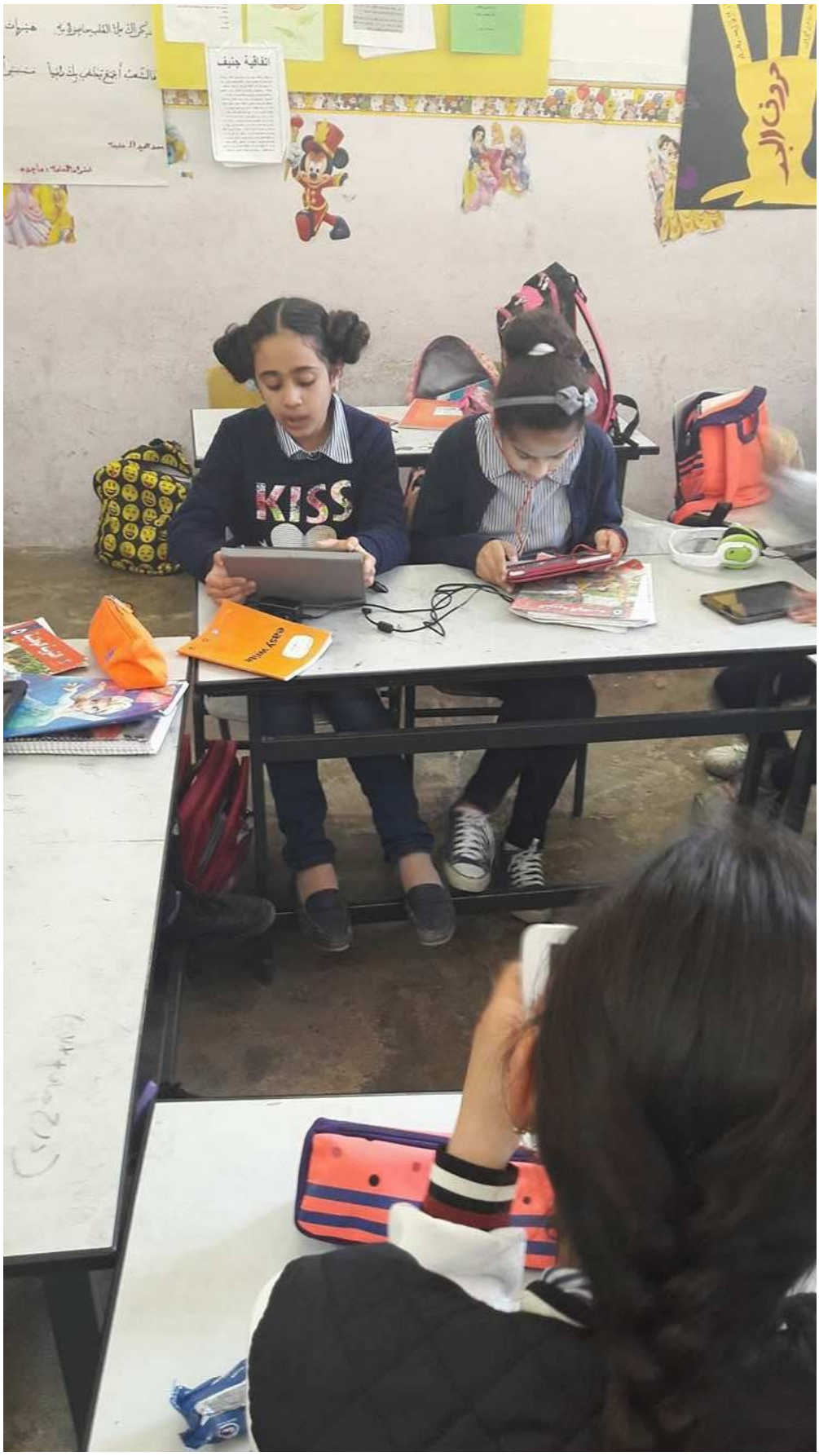
فلسطين، نابلس، ص.ب 707 هاتف:/2345115، 2345114، 2345113 (09)(972)* فاكسميل:2342907(09)(972)
Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200
* Facsimile 972 92342907 *www.najah.edu - email fgs@najah.edu

Appendix (G)

Pictures

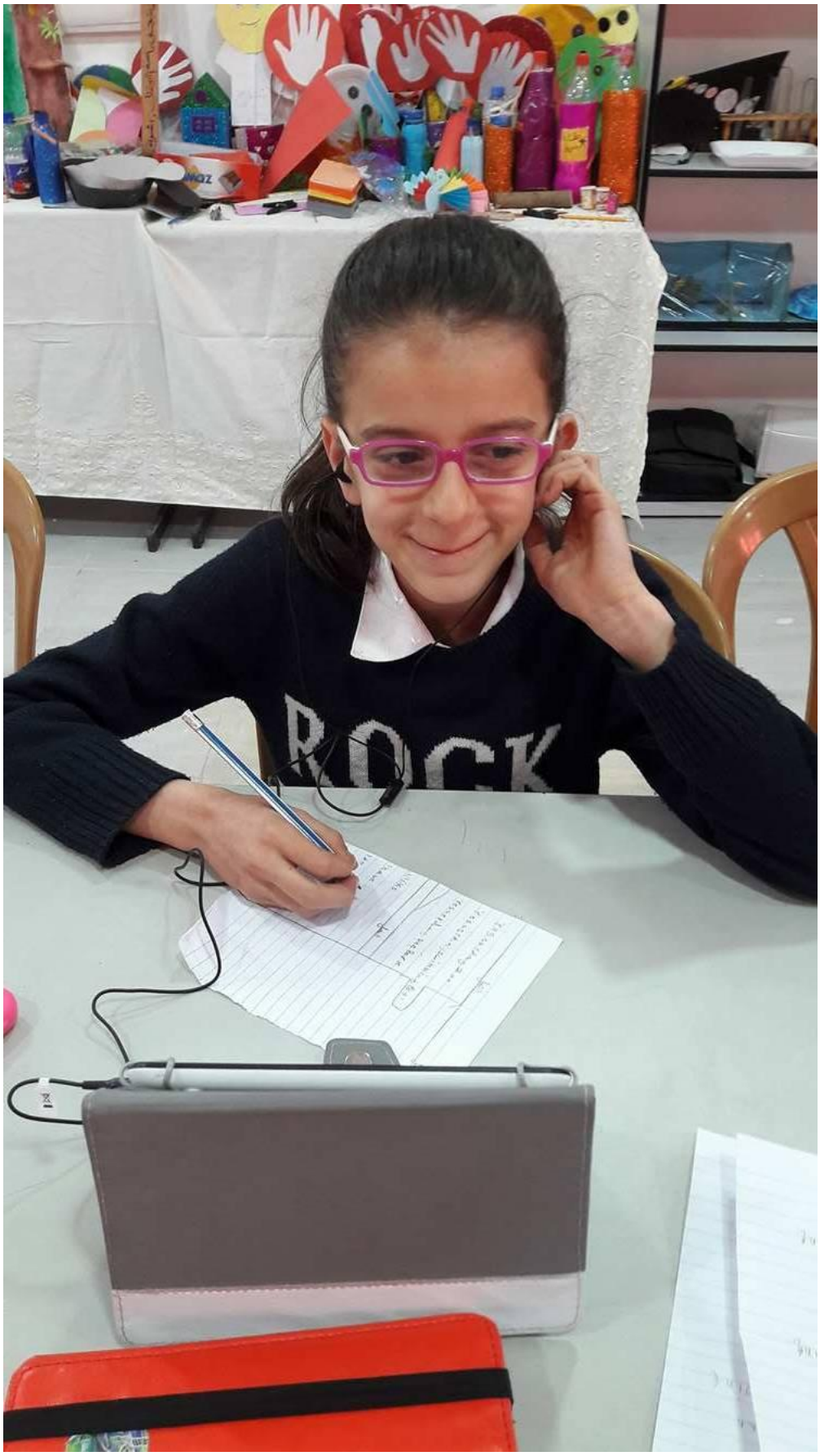


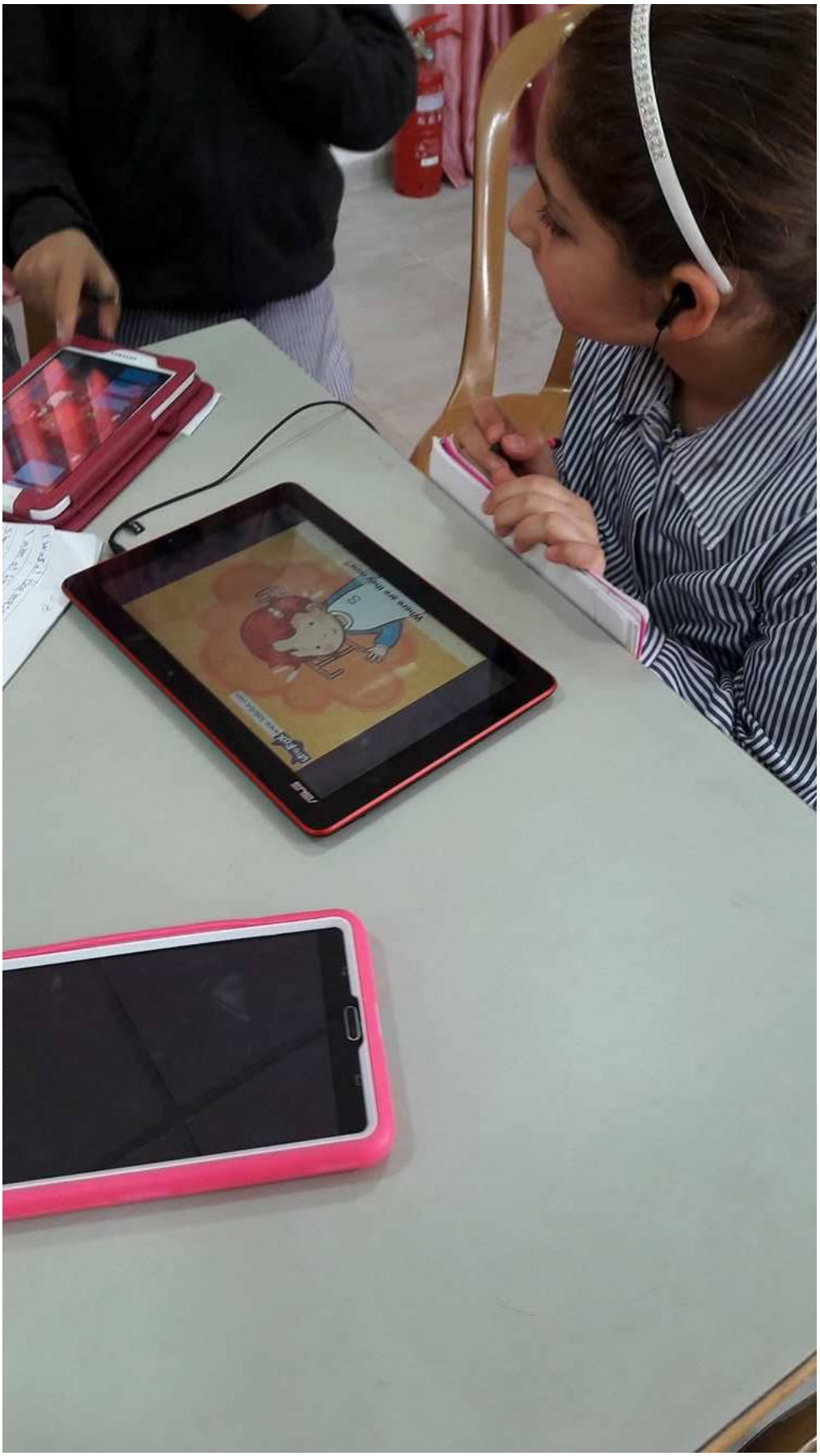
LION

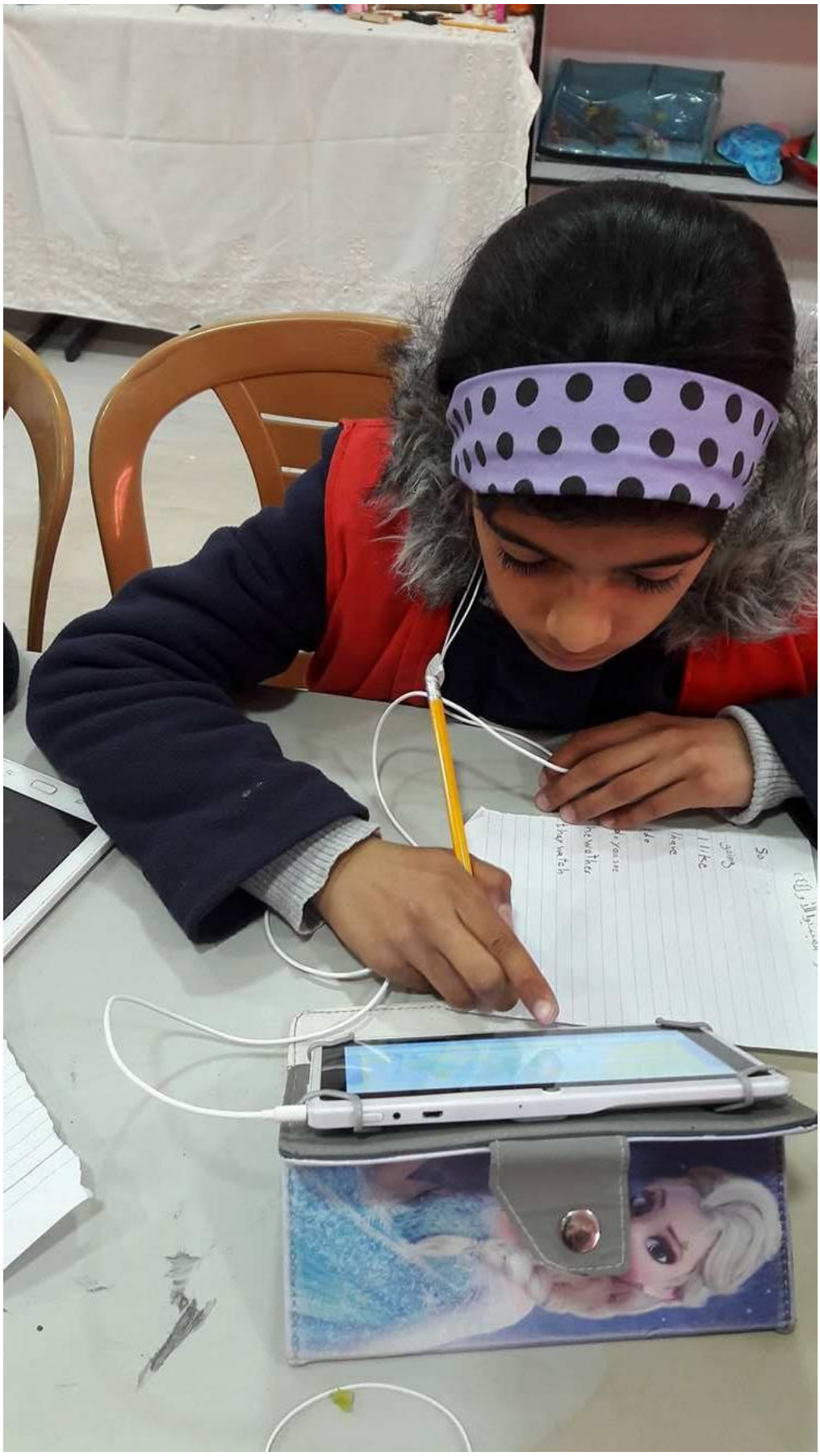

KISS

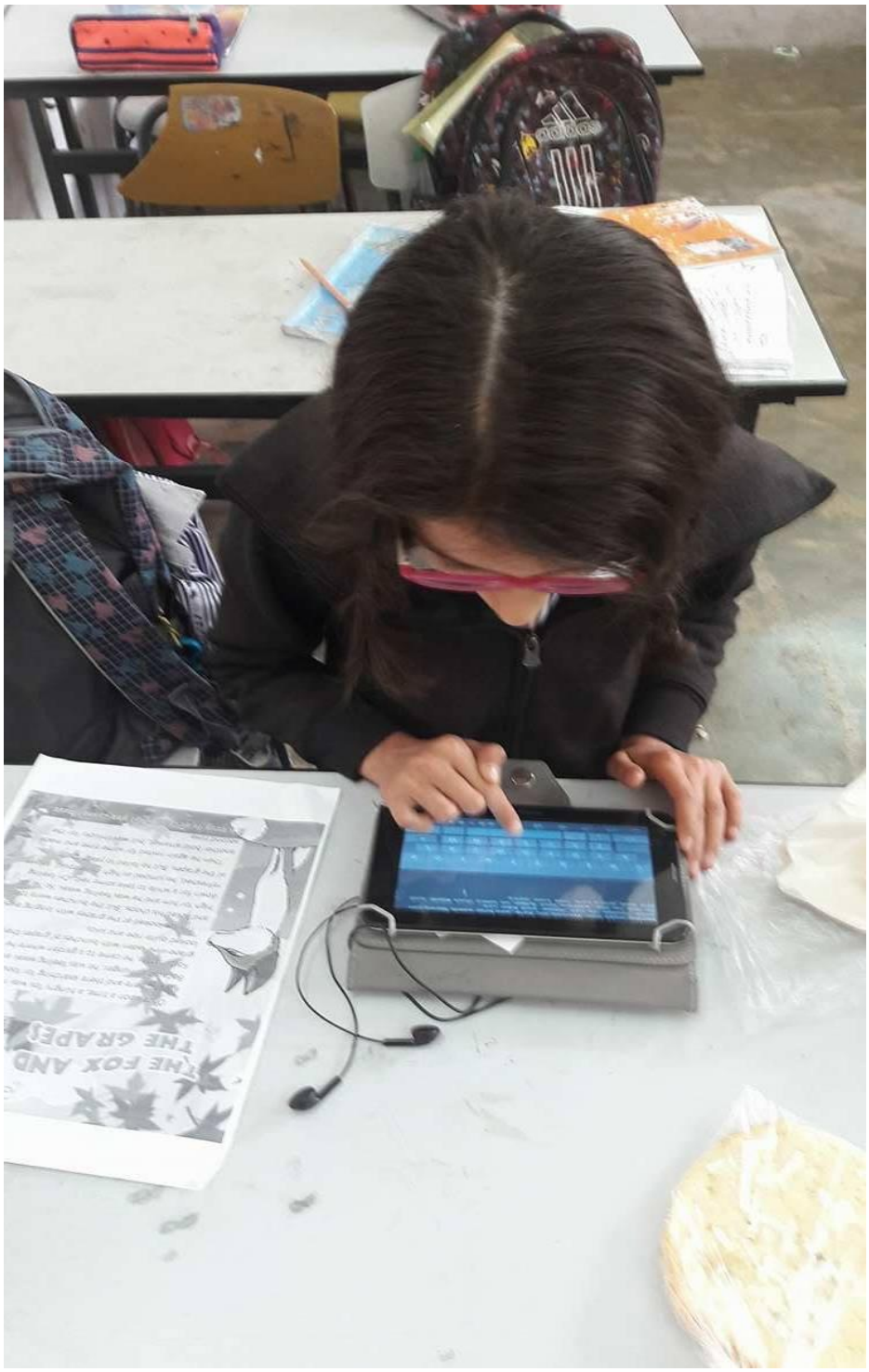
مجلة اللغة
حروف الجر

KISS


ROCK






THE FOX AND
THE GRAPES

جامعة النجاح الوطنية
كلية الدراسات العليا

دور استخدام تكنولوجيا الايباد في تعزيز دافعية الطلبة نحو تعلم اللغة الإنجليزية من وجهة نظر الآباء والمعلمين في محافظة جنين

إعداد
آيات حسن أحمد طرزي

إشراف
د. سوزان عرفات

قدمت هذه الأطروحة استكمالا لمتطلبات الحصول على درجة الماجستير في برنامج أساليب تدريس اللغة الإنجليزية، بكلية الدراسات العليا في جامعة النجاح الوطنية، نابلس- فلسطين.
2017

دور استخدام تكنولوجيا الايباد في تعزيز دافعية الطلبة نحو تعلم اللغة الإنجليزية من وجهة نظر الآباء والمعلمين في محافظة جنين

إعداد

آيات حسن أحمد طرزي

بإشراف

د. سوزان عرفات

الملخص

هدفت هذه الدراسة إلى التعرف على دور الايباد في تعزيز دافعية الطلبة نحو تعلم اللغة الإنجليزية في محافظة جنين. ومن أجل تحقيق هذا الهدف، أجريت أساليب كمية ونوعية. حيث تم جمع البيانات من خلال الملاحظات الصفية، المقابلات، والإستبيانات. وتم استخدام الايباد مع مجموعة مكونة من 40 طالبة من طالبات الصف الخامس في مدرسة بنات حيفا الأساسية خلال العام الدراسي 2017-2018.

أظهرت نتائج الدراسة أن هناك درجة عالية جدا من اتجاهات الطالبات نحو تعلم اللغة الإنجليزية من خلال الايباد. كما وأظهرت النتائج وجود اتجاهات ايجابية نحو استخدام الايباد في التعليم من وجهة نظر الآباء، وكانت هناك فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha = 0.05$) في وجهة نظر الوالدين تعزى لمتغير الجنس ولصالح الإناث. في حين أظهرت نتائج الملاحظات الصفية إلى أن الدرجة الكلية لموقف المعلم نحو استخدام تكنولوجيا الايباد لتعزيز دافعية الطلبة نحو تعلم اللغة الإنجليزية تزداد بشكل كبير مع مرور الوقت. حيث أشارت النتائج إلى وجود فروق ذات دلالة إحصائية عند مستوى الدلالة ($\alpha = 0.05$) في ملاحظات المعلم نحو دور استخدام الايباد في تعزيز دافعية الطلبة نحو تعلم اللغة الإنجليزية تعزى لمتغير الأسابيع ولصالح الأسابيع الأخيرة في التجربة.

واستنادا إلى هذه النتائج, توصي الباحثة وزارة التربية والتعليم والمعلمين لتبني تكنولوجيا الايباد كأداة تعليمية وأستخدامها في التعليم. كما وتوصي باستخدام التطوير المهني للمعلمين لمواكبة التغيرات والتطورات في المعرفة والتكنولوجيا.